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JUNIOR COLLEGE JOURNAL

VOLUME XXVI

SEPTEMBER, 1955

NUMBER I

Why Not the Name "Junior College"?

C. C. COLVERT

The name "junior college," in wide usage since 1896 when Dr. William Rainey Harper of the University of Chicago applied it to a two-year type of institution, has recently become unpopular in some schools.

Why not "junior college"? The name has been in general usage since 1900 when there were eight junior colleges to 1954 with 598 junior colleges. The total structure has utilized the junior college name. The American Association of Junior Colleges, composed of most of the junior colleges in the United States, was organized in 1920. *The Junior College Journal*, the only professional magazine devoted to the junior colleges, was started in 1930. In addition, in 1940-44, the General Education Board granted more than \$128,000 to the American Association of Junior Colleges to study terminal education in the junior colleges. A volume of the *American Junior Colleges* has been published cooperatively by the executive secretary of the American Association of Junior Colleges and the American Council on Education in each of the years, 1944, 1948, and 1952.



C. C. COLVERT, Professor and Consultant in Junior College Education at The University of Texas, is also Chairman of the Department of Educational Administration. He also served as Director of Research from 1949 to 1955 and is the author of numerous articles which have appeared in professional educational magazines.

Through all of these years a high regard and a great deal of understanding for the institution called the "junior college" has been built up in the minds of educators and the public. In fact, during the 1940-44 study on terminal education by the American Association of Junior Colleges, Edward F. Mason was employed by the Association to promote the idea of the junior college.

Within the past 10 to 15 years many junior colleges have developed a tendency to drop the word "junior" from their names. In other words, the name "National Junior College" was changed to "National College." Within very recent years some of the junior colleges have changed their names to such names as "National Community College."

Now what is wrong with these tendencies to drop the term "junior college"? When the name is dropped,

more than 40 years of advertising and much understanding of the junior college institution are lost. Such belief, understanding, and good will are too valuable to discard. When National Junior College changed its name to National College, it lost all this previous advertising value and heritage of "junior college." Its name now does nothing to distinguish it from many four-year colleges. The junior colleges want to be different because they are different. Why shouldn't this fact be advertised? In order to overcome this loss resulting from changing to National College, the name was recently changed to National Community College. The idea is to emphasize that the junior college is now a community college serving the community. The trouble with using the term "community" is that it is not distinctive enough; it is not specific enough. There are many four-year colleges which are community colleges. City College of New York is a community college. The University of Omaha is a community college. There are, of course, many other such senior colleges. The term "com-

munity college" does not necessarily mean a junior college. Junior colleges do not have a monopoly on the term "community college." Again, the term "community college" loses all the background and prestige that the term "junior college" has.

It is admitted that a good public junior college should be a community college. That is, it is not serving a particular community such as a city or county but often serves a large region or state and often serves several states. Whether it is a public junior college which is a community college or a private junior college, the term "junior college" best fits all of these institutions. It fits better than the term "community college" or "college."

There seems to be no better term for our national organization than the American Association of Junior Colleges, and it seems that the best name for our national journal is the *Junior College Journal*. The term "junior college" with all of its prestige, heritage, and good will seems to be the best name for our junior colleges.

A State Plans for the Future

DOAK S. CAMPBELL

RECENT STUDIES of population and population trends in the United States have brought vividly before us the problem of facilities for higher education in the years immediately ahead. There is every reason to expect greater pressures upon all types of colleges and universities to provide for an ever-increasing number of young people who apply for admission. And, though the problem is one of nation-wide significance, there are some states in which the situation may become critical within the next few years.

The State of Florida appears to be one in which increasing population constitutes a real problem. In that state there has been a steady increase of population at an accelerating rate for the past three decades. There are strong indications that the rate of increase will be further accelerated for some time to come. During the decade 1940-1950, the increase was 46 per cent. Thus far in the present decade, the rate of increase has been considerably larger.

Serving the needs of Florida in higher education, there are three state-supported universities, 12 colleges and universities under church or private control, and nine junior

President of Florida State University, DOAK S. CAMPBELL is well known in educational circles. He is the author of several books and articles and has been the recipient of several honorary degrees, the latest one from the University of Tampa in 1951. The following article was given as a talk at the meeting of the American Association of Junior Colleges in Chicago last March.

colleges. These institutions in the previous session had a combined enrollment of 36,013. Of this number, 18,672 were in public institutions (1,498 in junior colleges, and 17,174 in public universities) and 17,341 in private institutions (1,311 in junior colleges and 16,010 in four-year institutions). Thus, it will be seen that the enrollment of 2,829 in junior colleges was only 7 per cent of the total college enrollment. The data also show that institutions under private control serve 48.6 per cent of the college students in Florida.

One further observation may be helpful in gaining an understanding of higher education in Florida. Fifty years ago the Legislature abolished seven small, poorly supported state colleges and established three schools under a single Board of Control. Thus, the entire program of higher education under direct state support is car-

ried by three co-educational universities.

Sensing the growing complexities of the state's program and the increasing demands for the support of higher education, the Legislature of 1953 passed House Bill No. 324 which provided for continuing studies for the guidance of the Board of Control. In response to this legislation, the Board of Control appointed the Council for the Study of Higher Education "to initiate continuing studies basic to the development of a system of higher education in the state which will provide the highest quality programs for the greatest number of people at the lowest possible cost."

The members of the Council, nationally known educators with broad experience in higher education, are:

Dr. A. J. Brumbaugh, formerly President of Shimer College, Mount Carroll, Illinois, who is serving as Director of the Study;

Dr. John E. Ivey, Jr., Director, Southern Regional Education Board, Atlanta, Georgia, who is the Chairman of the Council;

Dr. Earl J. McGrath, President of the University of Kansas City, Kansas City, Missouri;

Dr. Floyd W. Reeves, Consultant to the President, Michigan State College, East Lansing, Michigan; and

Dr. John Dale Russell, Chancellor and Executive Secretary, New Mexico State Board of Educational Finance, Santa Fe, New Mexico.

The Council began its work June 15, 1954, by the organization of a

number of studies that might have a bearing upon the long-range planning for higher education in the state. Some of the studies have been completed, while others are still in progress.

Estimates of future enrollments in Florida's higher institutions lie at the center of the consideration of plans for the period immediately ahead. (To 1970.) The Study states that "Predictions based on the number of children who have already been born, assuming that economic and migration trends remain relatively constant, indicate that a minimum total of 106,000 students will seek admission to Florida's colleges and universities in 1970."

Assuming the present percentage of college enrollments that are in junior colleges, there would be 8,328 students in junior colleges by 1970. However, if the same percentages were used, the enrollments in the existing four-year colleges would be far beyond what these institutions might reasonably be expected to accommodate.

An early conclusion of the Council, therefore, was as follows:

In the judgment of the Council this enormous increase in the size of the largest existing universities would not serve best the total needs for higher education in the state nor would it be to the best interest of the universities themselves. Consideration must be given therefore, to plans that will relieve the universities of the need to provide for

such large numbers of students and will at the same time make the advantages of higher education readily available to all those who seek and can benefit from them.

Having reached its conclusions at the magnitude of the educational task that lies ahead, the Council proceeded to develop specific reports under four general heads as follows:

I. The over-all structure of both private and public institutions which can be expected to serve the needs of the State and of its college population.

II. A plan for the government of public higher education and also for relating private and public higher education.

III. An allocation of functions among the several institutions.

IV. The nature of the educational programs required to meet the needs of Florida.

In January, 1955, the Council presented to the Board of Control its initial report which includes findings and recommendations related to items I and II in the outline stated above.

With regard to the over-all institutional structure, the Council provides a broad outline involving, first, the development and the expansion of the present higher institutions in accordance with the demands of high quality programs. It is recognized that there are limits beyond which expansion cannot be carried economically and to the best interest of the people being served.

A second development proposed is "the establishment of public commu-

nity colleges in strategic centers of population." The third and final part of the structure proposed is the establishment of additional state supported colleges when conditions requiring them should develop. The first phase of the developments is already under way and will continue. The latter development of additional four-year colleges, doubtless, will take place after the lapse of several years.

We give particular attention to the recommendations that lie within the area of the junior college. It should be recalled at this point that, although there have been junior colleges in Florida since 1927, this type of institution has not been developed in large numbers. Furthermore, even though some of the junior colleges are located in rather large centers of population, they have not increased their enrollments to the extent that might reasonably have been expected if stronger financial support had been available. The present junior college law, while it has improved the status of public junior colleges in recent years, lacks certain vital elements that are necessary for substantial development.

Recognizing the importance of the junior college, or community college, the Council has spelled out in considerable detail its possible functions. These proposals are in accord with sound junior college developments that have taken place during the past three decades.

As a means of proper control and for the guidance of those communities interested in the enlargement of present junior colleges or in the establishment of new institutions, the Council has proposed certain basic criteria that may be used as guides for action. It is suggested that suitable legislation be proposed for the consideration of the 1955 session in order that expansion of this phase of the state's program may get under way at an early date.

The Council has presented in considerable detail its findings and recommendations regarding a plan for the government of higher education. After presenting some revisions of the present method of control of state supported universities, a fundamental revision of present laws governing public junior colleges is proposed. These proposals are of such significance that they are presented here in detail as they appear in the Council's report.

Relative to the government of public higher education, the Council for the Study of Higher Education recommends:

- ... (3) that there be created by statute a Community College Commission which, subject to the Legislature and to the State's fiscal agencies, shall initiate the development of a system of public community colleges and which shall exercise sole responsibility for the state-wide coordination and regulation of public community colleges,
- (4) that the Community College Commission be composed of the State Superintendent of Public Instruction as chairman and five citizens not actively engaged in education, appointed by the Governor, for four-year (six-year if and when possible) staggered terms,
- (5) that the Community College Commission be a policy and regulation making body and that it delegate executive and administrative functions to an executive officer,
- (6) that the executive officer, who shall be designated as Coordinator for Community Colleges, shall be appointed by the Community College Commission,
- (7) that the Community College Commission be charged with responsibility for:
 - (a) developing and adopting regulations for the establishment and operation of public community colleges,
 - (b) approving the establishment of community colleges and/or community college districts under its regulations,
 - (c) reviewing legislative budgets for the public community colleges and for requesting, through appropriate state agencies, lump sum legislative appropriations for their operation,
 - (d) allocating funds from the lump sum appropriations according to the needs of the public community colleges and for approving operating budgets based on such allocations,
 - (e) supervising capital outlay programs for public community colleges, and

- (f) reviewing operation of public community colleges to determine their conformance to regulations and to statutory requirements.
- (8) that, in event a single county undertakes the operation of a community college, provision be made for (a) operating the community college through the regularly established administrative machinery for the county schools subject to the supervision and control of the Community College Commission.
- (9) that, in event adjoining counties undertake the operation of a community college, provision be made for (a) operating the community college through regularly established administrative machinery for the schools of one of the counties (with such contractual agreements with the school authorities of the other participating counties as may be required) subject to the supervision and control of the Community College Commission, or (b) establishing a community college district embracing the participating counties and electing a community college board as the agent for operating the community college subject to supervision and control of the Community College Commission.
- (10) that, the local community college board, however constituted, ap-

point, with advice from the Community College Commission relative to desirable qualifications, a president who shall be the chief administrative officer of the community college and who shall have the responsibility for preparing legislative and operating budgets and for submitting them through the local board to the Community College Commission."

These recommendations reflect the Council's judgment that, whereas, community colleges should be closely related to the local secondary schools, they may scarcely be expected to achieve the necessary growth within the administrative framework of the Minimum Foundation program, although in some instances this may be possible.

The disposition of the findings and recommendations of the Council's study will be largely the responsibility of the Legislature. Since some fundamental reorganization is involved, one would expect that opposition to various proposals would develop. However, considered in terms of the necessities that are clearly pointed out in the study, we may reasonably assume that some sort of constructive action will ensue.

A Preprofessional Study-Practice Program A Junior College Opportunity

SISTER ELIZABETH DYE

THE JUNIOR college today is a recognized part of our American system of education. Further, it is the only educational institution that is specifically American in the sense that it has not been copied from some foreign country. However, the junior college has entered a critical period of its development. Writing in the *Junior College Journal* for May, 1953, Basil H. Peterson asked three highly significant questions: Is the junior college destined to become nothing more than a glorified and expanded high school? Is it to be merely a watered-down college? Can it become an independent and dynamic force in improving community life and in improving people? Mr. Peterson pointed out that the destiny of the junior college movement in the United States will be determined by the active way in which these questions are answered and by the extent to which the junior college educators manifest vigorous and dynamic leadership in attacking the problems of our day.

That the junior college *may not become* merely an expanded high school or a watered-down college and

SISTER ELIZABETH DYE, O.S.U., Dean of Studies at Ursuline College in Paola, Kansas, has had varied experience as a teacher in grade school, junior high, senior high, and junior college. She is the author of published articles and short stories.

that it *may become* an independent and dynamic force in improving community life and improving people, its program must be implemented to meet the imperative needs of youth and the imperative needs of the society in which we live. One attempt to actualize this objective is being made at Ursuline College, Paola, Kansas, through its preprofessional study-practice program in social work. The challenge which brought this program into being was given by Mr. J. Delmar Schulz, director of the Miami County Welfare Department, in a vocational panel discussion in which he participated at Ursuline March, 1951. Mr. Schulz invited Ursuline girls interested in social work to come to his agency for a period of work experience in welfare work similar to that which the teacher-training students were having in the Paola public schools.

The acceptance of this challenge initiated, for me, a learning process, a process in which the following steps have highlighted themselves: (1) I was made aware of the inadequacy of a situation, and this awareness translated itself into a desire to modify the situation; (2) I became cognizant not only of a possibility but a high probability of a new situation which would be more satisfactory than the old one; (3) I have planned and put into execution a course of action which, I believe, will bring about a more desirable situation, insofar as my insight, the counsel given me, and research can foretell. This learning process, begun in 1951, is a continuing state. However, I think that I have now reached a stage where *evaluating* and *sharing* are in order.

A part of our American heritage is the desire of one American to help another. American history has for one of its vital phases the concern of the nation for those in need of assistance and services. Thus, welfare, public and private, has been a part of the way of life we, as Americans, prize so highly. One of the noteworthy developments of the past quarter of a century has been the increased understanding and recognition of the value of social services and a greater acceptance of them in community life. The depression of the 1930's, the second World War, the present cold-war period have underscored the fact that if we are to deal effectively with in-

dividual and community problems, we must enlarge our programs of community health and social services. Also, we must make social services available to all economic groups. Thousands of individuals and families need to receive assistance of some type. What happens to these thousands of individuals and families is of vital importance to them and to their country. And what happens to them will depend, in great measure, upon the social workers in our state welfare departments.

Social workers should have the education, training and experience consistent with their vocation of helping and sustaining others. Ideally, this calls for a master's degree with two years of graduate work in a recognized school of social work. In the practical order, this is not the situation. The greater need of our people for assistance and the greater recognition of their right to this assistance have created a greater demand for social workers. In the absence of an adequate supply of social workers with the desired education and training, our welfare departments are being staffed by individuals with considerably less preparation than the desired goal—ranging from one year of graduate work to completion of high school. Another factor which militates against having social workers who have completed a six-year collegiate preparation is the fact that the salary for the public welfare social workers

does not invite the person who has put that much time and expense into his education. Some members of the social work profession and particularly those who have to do with setting public welfare policy realize that while working for the ideal, an alternative in keeping with the real situation might be to bring social work education down to the undergraduate level. A series of articles which appeared in *Public Welfare* and *The Survey* in 1950 and 1951 point up this trend. Whether those who ask for the cooperation of the undergraduate institutions would go so far as to approve a preprofessional social work program at the junior college level is doubtful. However, it is my thesis that such a program is feasible for the preparation of the public assistance social workers.

In setting up and operating such a program as I am presenting here, there are considerations which must be kept clearly in mind. It is, of course, obvious that the 60-hour area of the junior college limits the attainments of such a program. However, these limits need not be insurmountable if the educator keeps in mind that the goal is not to educate one who will *compete* with a four or six-year graduate but rather to afford the opportunity for the student to examine the profession of social work and for the school to attract interested students who will contribute to a better understanding of social welfare. The stu-

dent must realize and understand that he has not crammed four or six years of work into two, that the scope of the two-year program is not comprehensive, that the information and experience which he has received is at best meager and basic, that the education offered him is aimed at social literacy rather than at the training of social technicians. An understanding of the world in which one lives is basic to a proper participation in the field of social work, and the material from which this understanding is fashioned will be economics, sociology, political science, biology, history, psychology, and the humanities. With this in mind and striving to strike a happy medium between general and special education, Ursuline College offers the following experimental course of study and practice.

Strictly speaking, there are only two subject areas in the outline below which are specifically social work; namely, Social Work Theory and Social Work Field Work. So, this preprofessional study-practice program can be carried on within the framework of a general education program of studies accepted as desirable for the junior college. A brief description of the courses which are conducted by the sociology department and the welfare agency will give a clearer view of the program.

Social Orientation seeks to provide the student with current trends of thought and major problems so as to

FIRST YEAR

| Course | Hours |
|----------------------------------|--------|
| *Social Orientation | 6 |
| Composition and Literature | 6 |
| Family Living | 2 or 3 |
| Biology | 3 |
| †Introductory Sociology | 3 |
| Nutrition | 3 |
| General Psychology | 3 |
| Physical Education | 2 |
| ‡Electives | 3 |

SECOND YEAR

| Course | Hours |
|-------------------------------|-------|
| *Social Work Theory | 3 |
| *Community Organization | 2 |
| *Family | 2 |
| *Social Research | 1 |
| †Social Work Field Work | 3 |
| Ethics | 3 |
| Speech | 3 |
| Community Health | 3 |
| Marriage Guidance | 3 |
| Physical Education | 2 |
| ‡Electives | 6 |

* Conducted by the department of sociology.

† Supervised by the Miami County Public Welfare Department.

‡ Electives: Fundamentals of Clothing, Child Care, Moral Problems, Child Psychology, Music, Art, European History, American History, American Government, Humanities.

stimulate mature consideration of the principal conflict areas which confront the American citizen in our contemporary society. While not given a detailed analysis, the student will receive a thought-provoking introduction into such problem areas as the family, making a living, labor-management relations, social security, communism, government and citizenship, and minorities in American society.

Introductory Sociology introduces the student to the basic components of society, thus laying the foundations for understanding what is going on in society. Observing the principal social formations—the family, play and congeniality groups, the neighborhood, ethnic groups, social classes, the body politic, etc.—from the viewpoint of identification, interaction, function and coordination—the student should acquire from this study a deeper insight into the working of social situations in which he is constantly participating, together with a broader comprehension of the meaning of society itself.

Community Organization presents the methods by which communities deliberately change their structure and way of life and develop the assumption that the efforts of community organization and planning are to be directed toward democratic ends and are to be accomplished by democratic means.

Family presents the discussion of the family as a sociological unit; treats of the relation of parents to children and children to parents; presents problems of and in the family; describes agencies that aid the family in the solution of its problems.

Social Research aims to help the student bridge the gap between theory and practice. The current research project is concerned with ascertaining the requirements the 48 states have set up for the public assist-

ance social worker and the educational background of the present social workers in the 105 Kansas County Welfare Departments.

Social Work Theory treats of three major topics: (1) the nature of the social work institution and the function it serves; (2) what circumstances and needs called it into existence and its present basic principles; (3) how its chief function is discharged in the various fields in which it now operates.

Social Work Field Work gives the student, through six hours spent weekly at the local welfare department, experience in social family case work. This experience is broken down into the following steps in which the student (1) studies a case and then accompanies the caseworker in his visit to the client, (2) makes a budget and dictates a review of the case, (3) takes notes on "what to do next time" as the welfare director goes over the budget and review, (4) receives additional cases for study from the case supervisor, thus broadening the knowledge of service cases; (5) makes himself familiar with the Public Welfare Manual so that he will know the laws governing the various types of cases with which he will come into actual contact when on the job.

Having completed the plan of study and practice as summarized above, the student will be prepared to have an interesting job that deals with the daily living problems of people, assist

those who need financial aid to get back on their feet, help the handicapped individuals make the most of their abilities, aid in the adjustment of patients as they enter or leave state mental institutions, develop personal social attitudes which will enable him to extend service and help to people, and possess both the knowledge and the social values which will fit him for the role of enlightened citizen and community leader as well as that of a prospective social worker.

Although, as pointed out above, only two of the seven courses in the sociology department are limited to social work students, these students and their future needs must be kept in mind in the presentation of the subject matter of the other five courses. This, however, need not place other students at a disadvantage. The development of proper social attitudes is of prime importance, attitudes which will aid the student in giving help to people, attitudes which are necessary in dealing with deprived and often emotionally disturbed people. The student must be taught to approach his problems from the point of view of the importance of the dignity of the human person, his own and that of his fellow workers as well as that of the client.

I believe that it is neither overly optimistic nor presumptuous on my part to say that those who are concerned with raising the standards of social work practice will be interested in the

establishment of preprofessional study-practice social work programs—even at the junior college level. That such is the case can be gleaned from the following statements made by those immediately concerned with the program as described in this article.

Mr. W. Van Alexander, Personnel Officer of the State Department of Social Welfare of Kansas had this to say to me in a letter May, 1952: . . . "We believe the courses outlined and the sequence provided are excellent. The sequence of sociology courses, particularly, should give the student a good background preparation for understanding social institutions and society's structure and problems . . . We believe technical aspects of the subjects are not of primary importance, but a broad view of background and changes in economic aspects of living helpful . . ."

Writing in the July, 1952, issue of *Kansas Welfare Digest*, Mr. J. Delmar Schulz made these comments: ". . . until salaries are substantially increased I do not think technical qualifications will go much higher. So, then, the problem seems to me to be to take the technical qualifications we now have and work out a plan for the best trained workers possible. To get a preprofessionally trained worker we are going to have to go to our undergraduate colleges and even to our two-year or junior colleges. We have in Paola a two-year college, Ursuline College of Paola . . . We

went to the college with the problem of training visitors (social workers) for county welfare agencies. They saw the need and were more than willing to build a curriculum with preprofessional case work in mind . . . We find this curriculum covers the basic and essential material for visitors that it is possible to crowd into two years of college. . . . The student should be able to go into any county welfare office in Kansas and take over immediately a regular case load with little or no orientation other than local office routine. With the cooperation of our local college we hope to be able in a small way to alleviate the shortage of visitors throughout our state and in some of the adjoining states."

In Kansas, eligibility to take the civil service examination and apply for employment in a welfare agency has presupposed that the prospective social worker had as an educational minimum 60 college hours and had reached the age of 21. In May, 1954, through the efforts of Mr. Schulz, the Kansas Welfare Department qualified the age requirement clause in such a way as to include students who have followed our program. The section under which we operate states that ". . . Applicants . . . must be at least 21 years of age, or have completed three semester hours in supervised field training in social work conducted under the auspices of an accredited university, college or junior college and a Kansas County Department of

Social Welfare."

In a letter to Mr. Frank Long, Director of the Kansas State Welfare Department in June 1954, Mr. Schulz sums up the present status of the program: "... Ursuline College is now in a position to go forward with this academic program and enlarge it with the confidence that their students who complete their requirements and have the field training will be eligible for examination for the position of social worker, and thereby not only aid in the recruitment of social workers but help provide a better trained worker for our state welfare program. It is our sincere hope that our county agencies and other colleges throughout Kansas will follow us in trying to provide better trained people to enter the field of social work in our public welfare agencies."

So, not without difficulties, a beginning has been made, a beginning which I am convinced answers in the affirmative Mr. Peterson's third question: Can it (the junior college) become an independent and dynamic force in improving community life and in improving people? In so doing, the junior college will be neither a "glorified and expanded high school" nor a "watered-down college." However, it is well to keep in mind that change, which brings a new situation that is an improvement over the old one, comes slowly. And, this study-practice program, of its very nature,

must be a changing thing because it must be dynamic rather than static if it is to attain the objective for which it is intended. But, then, that is also true of education and of life in a democracy such as ours.

There is need in our society for programs such as this. And it seems to me there is no better place to look for leadership in this field than from the educators of our youth. In the time of crisis in which we live, our role requires not mere acceptance of the *status quo*, but a forging ahead, even if it brings us to the firing line of adverse criticism. After all, the times call for something more than an all-out effort for membership in mutual admiration societies! I trust that Edward R. Murrow did not have those of the educational profession in mind when, as he received the Freedom House award, he made this statement: "There is a false formula for personal security being peddled in our market place, and it is this, although not so labeled: Don't join anything; don't associate; don't write; don't take a chance on being wrong; don't espouse unpopular causes; button your lip and drift with the tide." So, let us not "button the lip" but, as Socrates did five centuries before Christ, become the gadflies which stimulate the real thinking which must be the prelude to action of a lasting and uplifting quality. Few of us will be asked to drink the hemlock!

Improving Student Personnel Practices For the Impending Tidal Wave of Students

S. A. HAMRIN

WHEN THE youngest member of our family was in high school, he had occasion to do a great deal of homework. One night as he was studying, he noticed his elderly grandmother reading her Bible. Looking up laughingly, he said, "Dad, we're both getting ready for the morrow." The way the junior colleges must get ready for the morrow is to prepare for the impending tidal wave of students who will soon be upon us.

I—TODAY IN AMERICA

Before one can consider an institution and how it can discharge its functions, he must first think of it in relationship to its total environment. I think that if we try to consider the junior college and its future apart from life in America today and tomorrow, we will be making a great mistake. Further, because of our concern in the junior colleges for the development of moral and spiritual values, it is particularly important that we think briefly relative to a basic philosophy of life in America for today and tomorrow. I am particularly indebted to Dr. George S.

Professor of Education, Northwestern University, S. A. HAMRIN is a former high school teacher and principal. He is a member of N.E.A., Vocational Guidance Association, Illinois Educational Association, and Phi Delta Kappa. He gave this talk at the American Association of Junior Colleges convention.

Counts in his recent book *Education and American Civilization* for bringing into focus the relationship between any part of education and our total social and economic picture.

In the first place, when we are thinking of today in America, we cannot help realizing the very rich heritage into which we have come. We are a child of the modern age. There is no other great nation which did not start out with handicaps much greater than those which existed in this country. England, France, Germany, Japan, China, all are old countries compared to ours, and because we were born in the modern age, we do not have some of the handicaps which impede these other nations. In the second place, our heritage is one of a nation of many peoples and of common peoples. Because our nation was made up principally by those who came from other countries, it was set-

tled typically by middle class people. The very rich seldom leave that environment which is favorable to their riches, and the very poor cannot afford to make a transition. Because we are a nation made up of many peoples, and principally common peoples, we have a heritage which is oftentimes unappreciated.

Some years ago a very distinguished English gentleman, head of one of their secondary schools, was visiting schools in this country. It was my privilege and responsibility to be his guide for a day in the city of Chicago. We were visiting a high school near the Stockyards. The assembly was in session when we came into the school, and we walked directly into the back of the auditorium. At that particular moment the principal of the school was talking to the youngsters about good sportsmanship. I presume they had not behaved as well as he thought they should at a basketball game or some other recent function. As we were driving back to Evanston in the afternoon, this English principal turned to me and said, "I don't think the principal of that school had any right to talk to the students about good sportsmanship." When I asked him whose responsibility it was, he said that it was the responsibility of the home, and the home alone. I then told him that I knew the youngsters in this particular school in Chicago came from 57 different nationalities, much as the Heinz variety of pickles

and relishes. I then said, "What would you do if you were trying to educate youngsters from 57 different varieties of home backgrounds?" He shrugged his shoulders and said, "We English wouldn't try it." Although our heritage is a very rich one, the schools must consider the problem of integrating the common peoples, and the children of common peoples who have come from many different lands in a modern age. Further, we have a very rich and beautiful land. A short time ago I was reading a report relative to the mineral resources of our country. It said that with a little precaution we, and we alone, have almost inexhaustible resources. This fact must be taken into account in planning our education for American youth.

Not only do we have a very rich heritage, but we also have certain moral commitments which are part of life in America today and tomorrow. We are dedicated to Christian ethics, which means respect for the individual person. Further, we believe in the democratic tradition, which means the opportunity to rise, for each generation to improve itself above that of the previous one. We also grew up at a time when science was beginning to have real meaning and significance for the life of man. Our moral commitments thus are toward the education of free, equal co-operators. Just before going to my study to put some finishing touches on this talk, I turned to a television program which had

been called to my attention. A couple from a neighboring state were being interviewed for the program "Welcome Travelers." The man being interviewed had a sixth grade education and his wife an eighth. But when they were married years ago, they resolved that they would give their children a better education than they had. He had worked as a farmer, had learned plumbing on his own, and at the present time was a school janitor. He had less than ten per cent normal vision, about which nothing could be done. Their family had been graced by four children. The mother told very proudly of the fact that one was already a college graduate, the second one was a junior in college, a third one a freshman, and the fourth one was now in her senior year in high school. Their life dream was that their children should all have a better chance in life than that which they had. This, is, after all, the American dream.

With a very rich heritage and certain moral commitments, there are two or three real needs which I think we must call to the attention of those who are thinking in terms of the education of our future students. Our education, unlike that in some other countries, must be devoted to preparation for a society of equals, of free men. We do not have a dual system of education as many a European nation has had. This, however, does throw upon us the responsibility that

we do not have a mediocre system, but that we make tremendous provision for individual differences. Personally, I would like to make a plea for the importance of education for individual excellence as a part of the total program for individual differences. Frankly, I think in many of our schools we are doing more for the ordinary student than we are for the superior person. We must therefore plan a system of education at all levels which will enable all of those participating to become the best of which they are capable. Although I disagree heartily with such critics of the school as Dr. Bester in his *Educational Wastelands*, I think he does give us some pause for concern. Finally, we have to think in terms of an expanding economy. During the depression it was believed by many that our population would not grow, and that we should think in terms of a static society. This is not true. Statistics show that each year we improve production at least three per cent. There is no ceiling as yet. We must take this fact into account.

Education marches on, and those of use concerned with the junior college must build for the future with our heritage, our commitments, and our needs in mind. When I finished the eighth grade in a small rural community in Minnesota, I alone went on to high school. When I finished high school in a small village high school, I alone went on to college. Today there are

between seven and eight million youngsters in our high schools. Approximately 70 per cent of all of those of high school age are in high school. In some states, of course, the percentage goes very much higher.

It is my prediction that the junior college, if it fulfills its possible function, will become almost as popular in 10 years as our high schools are today. This is a natural development. The junior college must meet the general education needs of all late adolescents, and it can at the same time help to prepare many for professions, and give terminal education in many areas in ways which are probably scarcely dreamed of today. The junior college, like the high school, is indigenous to America. If it is to meet the needs and moral commitments as we understand the true meaning of our heritage, we will need to improve the student personnel practices for the impending tidal wave of students. The best short definition of guidance or student personnel services which I know is revealed in this illustration:

A father took his boy, John, to a school. He saw the principal and said to him, "I understand you have a good guidance program in your school." The principal graciously agreed to this. Then the father said, "Tell me, in simple words, what guidance in modern education means." The principal said "Guidance is seeing through John, and then seeing him through."

Having thus discussed the basic philosophy of life in America today, let us now turn to five suggestions as to how we can improve the student personnel practices to meet this need.

II—A GREATER EMPHASIS UPON HELPING JUNIOR COLLEGE STUDENTS TO UNDERSTAND THEMSELVES

About three years ago a boy, whose father was a very fine physician, came to see me at this father's request. The boy was doing work somewhat below average in a neighboring high school. The father believed that the boy was capable of doing much better work. First, of course, I got the records of both achievement and aptitude which were to be found in the high school. It was not necessary to supplement them by much other testing, for the boy's record was already an adequate one. The father hoped that the boy would become a doctor, and the boy said that he intended to do so. I wondered how I could help the boy to see what would be required of him if he were to be successful in meeting the preprofessional requirements, get into medical school, and finally become a doctor.

The high school in which he was then a student had 10 of its graduates who were going to a neighboring medical school. This boy went down to the medical school and was given permission to see the medical school records of these students, all of whom were successful. Then I went with

him to the neighboring high school to look up the high school records of these same boys. We put attention particularly upon the records of these students in the freshman and sophomore years of high school. We had looked at just a very few of them when this boy remarked to me, "Dr. Hamrin, I can see that I'll either have to become more like these fellows, or else I'll have to change my mind about medicine." While his marks as a freshman and sophomore were average or below, the marks of the 10 boys who were doing successful work in college had been distinctly superior when they were freshmen and sophomores.

This boy graduated from high school, making a very much better record in his junior and senior years than in his freshman and sophomore years. His father many times has asked me what I did to help bring about the change in this boy. All I did was to help him to get a better understanding both of himself and of the requirements for going into the profession which, at that time, he felt was his chosen work. He is now a student at the junior college level in a fine institution. I saw him this past Christmas. He said to me, "I am finding it's tougher than it was in high school, but I like it. I'm not sure that I should go ahead with medicine, but I'm beginning to see other possibilities now, too."

I want to stress the great importance not only for us to understand

these students with whom we work, but to help them understand themselves. In my judgment, test scores and records have little value unless use is made of them, first by us in helping to guide the student into the proper program, but ultimately by the student himself, using them to make a better adjustment or to formulate a more sensible plan in looking toward the future.

We must help students to understand themselves. A testing program which returns to them results of the tests, with a great deal of possible interpretation as to the meaning of these tests, can have tremendous significance and value. I think we will have to learn to use what are called group methods much more effectively if we are to meet the impending tidal wave of students. I think we are going to have orientation courses which as a part of themselves will include, or will be followed by, such group courses as, students and occupations, self-appraisal and careers, during which process the student gets both a great deal of psychological insight into himself, and an understanding of the social and economic life about him.

A number of years ago I was asked to give a late afternoon course in testing to teachers in a nearby grade school district. I was not particularly eager to do this work in the late afternoon, and I suspected that the teachers weren't too eager, either, to take work of that character. However,

it was a school board rule, and the tuition costs were paid by the board.

The very first day I faced the situation rather honestly with the teachers and told them that I had no great enthusiasm for being there, and I presumed that they didn't either, which of course they disclaimed in order to be gracious. I said, however, that "since you must be here, and I must be here for 16 consecutive meetings, how can we use this time to greatest advantage to yourselves?" When no answer was immediately forthcoming, I suggested among other things the value to them of learning to take tests and finding out about themselves. When I indicated to them that it would be possible for them to take such things as modern intelligence tests, and they could find out how smart they were and I need never know, they became much more enthusiastic. At the end of the course, the majority of these people felt that they had obtained tremendous insight into themselves. Their suggestion was, however, that the course would have been more valuable if it had come earlier, for some of them even before their professional training. We can use group methods for helping junior college students to understand themselves much better than we have done in the past.

There are three pictures that I would like to help each youngster have of himself. One is of himself as he was; the second is as he now is,

with his very wide variety of abilities, with strengths and weaknesses of different kinds; and the third picture is of himself as he may become. As he looks at himself as he is and was, he can project this on into the future. As the son of the physician said, "Will you give me another year to see whether or not I can become more like those other fellows, or whether I should change my mind about my plans to become a physician?" I have tried particularly to give emphasis to what can and should be done through the curriculum and through group procedures, although of course these will have to be supplemented often through individual counseling.

The process of helping junior college students to understand themselves should begin during the pre-admission period, and continue on during the entire junior college period.

III—HELP EACH JUNIOR COLLEGE STUDENT TO ACHIEVE SOME SUCCESS

At the very outset, I wish to indicate that success is not necessarily spelled with a dollar sign. I think that altogether too often we think of success as a material thing. Such is often not the case. Success is a psychological and emotional reaction, and we ourselves must have this understanding and must help others to obtain it.

Some years ago I sat on an important university committee presided over by one of the dignitaries of our institution. That day everything

seemed to go wrong. No matter what suggestion was made by a student or staff member, the answer of the chairman was almost immediately, "No." During a break for tea or coffee, a secretary very quietly addressed the chairman, telling him how much her 16-year-old boy had appreciated his talk the previous night at an important university function. It had been her son's 16th birthday, and she had taken him to this talk as a birthday present. When she was telling this distinguished man, graciously and quietly, about her son's enjoyment of his talk, I heard three buttons burst on his vest. When we went back to our deliberations, he was a changed individual. I was tremendously impressed because one would normally say that his person was achieving success all of the time, and yet I want you to see how we must have little successes as well as an over-all larger success. We must help youngsters to feel successful while they are in school, and get them ready for success in life, in the better sense of that term.

During World War II, because of the necessity of shoe coupons, I found it doubly important to have my shoes soled a number of times. There is a little foreigner who runs a repair shop not far from where I live, and I have often stopped in and talked to him and told him of places that I was going and things I was doing. One day I remember our conversation. I said to him, "I hope you still have

some good sole leather for my shoes." He looked up at me and said, "I'll always have the very best of sole leather for your shoes, for I feel like a part of me goes on trips with you." This man had the real feeling of success. We must teach youngsters the inter-dependence of men, that all worthwhile work contributes to the common good, and is of great value.

A short time ago a graduate student made a study of the 33 leading executives in all Chicagoland. The study was significant enough that the *Harvard Business Review* has published the results and *Fortune Magazine* is about to do so. There are two things of significance to us as I look at this study in relationship to our thinking today. These successful individuals without exception came from the finest of homes—not necessarily economically, but in terms of the moral and spiritual values which they learned there. The second thing is that they had all tasted success almost continuously throughout their school careers. Whatever they undertook, they made a success of it. Success had become such a habit of theirs that they never thought of anything else.

A short time ago I went into a very fine clothing store not far from where I live, and said I'd like to look at a suit. The first thing the man did was to look at me, and then to measure me. He said, "I think a 40-short is probably the best general size to try on." I want you to notice he meas-

ured me before he tried to fit me. Then he selected a suit in terms of style and fabric which seemed best adapted to me. Finally we called an alterations man to make the last necessary changes in order to fit me. It may interest you to know that the company that manufactures that suit has 68 different sizes of suits for men. How many different curriculums do you have in your junior college? Shouldn't junior colleges be able to fit persons as well as our modern clothiers?

In my judgment, the junior college curriculum should consist of general education and special opportunities. The services of guidance and student personnel should help the youngsters to see what aspects of the special opportunities will be of greatest value to them and to society. The program of general education must be as broad as the interests of late adolescents, and as broad as the needs of society. In my judgment, we have thought of too many things as either a four-year program or nothing. I cannot help feeling that the so-called shortage of engineers is due in part to the fact that we think of engineering all too often as either a four-year program or nothing at all. I think that a two-year or three-year program would help many to do the functions which are now being discharged by engineers. We must help the student to have as much success as possible in school and also

in life.

The American dream can be exemplified in two ways: First in terms of that beautiful piece of sculpture on the south side of Chicago called "The Fountain of Time," done by Lorado Taft. There we see each generation climbing over the backs of previous generations to new heights. That, in part, is true even today. But I would like to give you another picture of a young man who, in my judgment, was extremely successful. It is a story of an attendant at Winter General Hospital a short time ago.

A new kind of award was given last year, a \$500 award for kindness and understanding, the first of its kind ever to be given a mental hospital attendant. It was won by Walter Starnes, a modest, unassuming man who, less than two years before, began work as a greenhorn aide at Winter Veterans Hospital, Topeka, Kansas.

"To tell the truth, I wasn't sure what a psychiatric aide was, then," Walter Starnes said. "But I soon found that he's just a helper—a companion, a kind of friend to mentally ill patients." As simple and as great as that . . .

"It's tough in a closed ward, but I learned two things there that made me feel powerful good," Starnes said, "One was, that even with a full house of 1,400 here at Winter, every patient is considered a 'person'—a mentally troubled human being who needs all

the help each member of the psychiatric family can give him."

"The psychiatric family?" I asked. That was a new one to me. "Yes! And that's the second thing—that we aides are important members of that family. It's what we call each mental worker's group; the doctor or psychiatrist is at the head, and working with him are the nurses, psychologists, social workers and us—the aides. Being one of that family made me see my job as something important—worthwhile, something I could put my heart in."

Referring to the sick persons, he said:

"They're all good guys—they just need help. Helping them what little I can has done a lot for me. It's given me a new confidence in myself—a new joy in living. The world's a pretty swell place when one man is able to help another."

The American dream is one of success for every person, but success which means the satisfaction which comes from doing something worthwhile which one can do, and which he likes to do. I think we have to give particular significance to the so-called "late bloomer" in this particular sense. There are many youngsters for whom great modifications must be made. If we will help them to take the work a bit more slowly, and help them to succeed in that which they undertake, we will find that many of them will

make a genuine contribution over a period of time.

IV—ASSIST THEM TO LIVE, AND WORK, AND PLAY, IN THE GROUPS OF WHICH THEY ARE A PART

Persons are created twice, first biologically and second socially. One's social growth, of course, begins in the home, but it is continued in the school, on the playground, and in the Church. I remember very well when our youngest came home from kindergarten at the end of that first year. We of the family were sitting about the living room, and he said, "My teacher said that's the finest class she ever had." Because this was in Evans-ton, I could not help thinking how at the beginning of the year the teacher had had 28 ruthless little individuals, many of them only children, and at the end of the year she was having them think in terms of the group and its significance. An older youngster had been in the eighth grade, and he began to say that the whole school which he attended was a wonderful school. The daughter in high school went on to extol its strength. My wife took in even more territory and spoke of Illinois, and even I stopped short when I talked only in terms of America.

Through the classroom work and our extra-curricular program, we must help youngsters learn to live and work and play in the groups of which they are a part. This is a very important

aspect of the total program of junior college life and experience.

Oftimes I think that we do not take advantage of many of the things which are being learned by other groups. We have an organization called Alcoholics Anonymous. A new one has been started in Chicago called Divorcees Anonymous, and I am inclined to start one called Baldies Anonymous. In each of these organizations the individual is helped by other members of the group, and then he in turn must render service to other individuals. It is only in this way that the group is able to carry on and to render the tremendous values which they can do.

Worry is one of the characteristics not only of American life, but of late adolescence, too. I want you to realize that it is very difficult for one to worry in groups. Worry is the feeling one has about his own fears, but when other individuals discuss *their* fears, *our* fears seem less fearful. Through the work in social studies, psychology, and sociology we can make provision for helping persons to be created socially, which is a part of the American heritage.

V—TAKE TIME TO COUNSEL WITH
YOUR JUNIOR COLLEGE STUDENTS

Group methods are very effective, but in many instances their true value will never be achieved unless supplemented by some individual counseling. If we have helped students gain

an understanding of themselves, if we have aided them to achieve some success, if we have assisted them to learn to live and work and play in the groups of which they are a part, we have eliminated the need for much remedial counseling, and have gotten ready to do some constructive individual counseling.

Each student in a junior college is entitled to at least one conference with a trained counselor each semester. I would be inclined to think of each of these conferences as planned around some center. For example, the first conference during one's first semester of his first year in a junior college would probably deal with orientation, seeing whether the student is taking advantage of all the opportunities from the standpoint of both classroom work and extra-curricular activities. The theme song might be, "How Are You Getting Along?"

In the second semester of that first year I would have a planning conference when I would assist the student to make any choices which can be made from the standpoint of his second year, and looking even beyond if possible.

The first conference in the sophomore year I think could very well deal with the personal and social development of the individual, and the second one, with whether the school can do anything further to help the student as he leaves junior college for further education, or for some other

life opportunity. I would not have these conferences stilted in any way, but I do think the conference should be planned with a constructive purpose in mind, not just be planned to help people who get into difficulty of one sort or another.

All junior college personnel must learn to become better listeners. I have often thought of how much attention we give to helping people learn to read and to write, but how little to helping them learn to listen. Listening is an art; and when you find students who feel that a teacher has helped them, very often they say something like this: "He lets me talk and gives me help to think out loud for myself." Junior college teachers should have bifocal vision. They not only see the present; they can help the student to look into the future. One focus is not enough.

VI—PLACEMENT AND FOLLOW-UP

Placement and follow-up are legitimate school functions. It is of tremendous value to have the pupil, as well as counselors and faculty members, cooperate in these functions. Further, the services of state employment agencies and industry should also be of value.

I have found nothing that is more salutary in helping a student look ahead than to have him participate in a follow-up study of what has happened to the classes that have gone before him.

Thinking about this in a serious way a year or two ago, I invited a local superintendent of schools to come and interview seniors before a beginning education class which I was teaching. This superintendent not only interviewed candidates, but actually employed one of them. I have never had anything occur in one of my classes which had the salutary effect of this endeavor. Students talked about it for a long while, remarking on the various factors which the superintendent had taken into account which they had thought of little or no consequence. I was giving them a chance to look ahead at a time when it could be of some value to them.

May I recommend some such practice as that carried on during the depression by the "Men Over 40" Club? Five or six men were banded together each one trying to help place the other four or five. By focusing their attention on the other people in a similar situation, and by helping one another, of course they found placement for themselves, as well as for the other persons. I think we could well employ some such device at the junior college level.

As a part of placement I think we must help the student to bridge the gap between school and life, or one level of education and another. I am thinking now of an illustration along this line. I was a high school principal, and a green, gawky boy was a senior in business education. He came

into my office one day and among other things he told me that he had never used a telephone, since his family lived out in the country where the telephone was not commonly employed. Immediately I sensed the importance to him of learning to use the telephone before he completed his high school program. So I excused him from other classes for a couple of days and let him help in my office. We tried to instruct him in an informal way about certain telephone practices. I did not see the boy for a number of years; but when I was lecturing in a city somewhat distant from Chicago I found, on returning to the hotel after a conference late at night, that I had received a telephone call from this person, who then was a successful executive with one of the large oil companies. The next day over the luncheon table he told me that he thought that the time when he was permitted to come and work in the office in order to learn to use the telephone was the real turning point in his life. Although you and I probably feel that it was much less important than he thought, I want you to see the importance of helping to get the person ready for the next step. A part of this preparation is educational, another very large part is emotional.

Something may seem relatively unimportant to us, but it may be of tremendous significance to the other individual. I think this principle also applies to the armed services. There are many things we can do to help youngsters learn to adjust to a situation which now seems strange and formidable to them.

I have tried to suggest to you something of the unique place of the junior college in the life of America today and tomorrow. In my judgment, the junior college is soon to occupy the place which has been held during the past 25 or 30 years by the American public high school. It should be within the realm of possibility that almost all high school graduates will go on to college. Our economic situation is such that we can afford to delay their entrance into industry on a permanent basis until we have added at least two years to their training program. This training program, which will be in part general and in part specialized, will be enhanced tremendously if accompanying the program and giving direction to it, we have student personnel services which begin with the youngster and help him relate himself not only to his present situation, but to the future.

What Price Education?

KERMIT EBY

MORAL CHOICES we make in our use of money lie—not in the amount spent—but in the way in which we spend, and for what we spend it. For example, as an amateur economist, I am of the opinion that it would be inadvisable for me to stretch my credit to buy a new car; however, I would do so in order to support my children in college.

If this principle holds for individuals, it must likewise be true for political entities.

This idea is well illustrated by a recent article in *Nation's Schools* for March, 1955, entitled "Society Undervalues School Administration" by William R. Adell and Nathan Boritz. In their analysis of institutional expenditures in five universities, they state that expenditures toward the "professional preparation" of students in four professional fields fell out in the following manner:

School Administration: \$1,628

Law: \$2,884

Dentistry: \$5,264

Medicine: \$10,064

Commenting on this fact, I said that we as Americans were more concerned about caring for our ulcers than in understanding what produces

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them. More profoundly, our personal indulgence is placed ahead of our emphasis on public good. If we doubt this, all we need to do is to contrast the amounts we spend for alcohol, tobacco, and barbituates with our educational expenditures: \$14 to \$16 billion for the former, and \$9 billion for the latter. Further, contrast the advertising costs which go to stimulate our appetites with our educational expenditures. I become increasingly tired of the invasion of our familial and personal privacy by the hucksters of beer and blatherskite. At times I sympathize with the man who shot out the guts of his television set with a .38 revolver.

More is spent on doctors and lawyers because they are believed capable of keeping us young, the one physically, the other legally. Both contacts are personal. The school, on the other hand, is a community enterprise, hence, less concern! For example, whenever the rational argue, as the Chinese so well did, that the true purpose of medicine is to keep us well, not to cure us when we are sick, the A.M.A. attacks even the very idea of group health and preventive medicine as socialistic. It is probably because, in the best sense, schools are socialistic, that we have so little concern for them.

In the church in which I grew up, we were taught neither to go to law, nor to swear an oath. Somehow, we thought the emphasis should be on integrity of character, not moral shortcuts. And I insist that if there were more integrity of character, there would be less need to go to law!

Values, moral plumb lines, are the measure of a man as they are of a society, and they determine what choices we make. William James was right when he insisted in his talks to teachers that "You should regard your professional task as if it consisted chiefly and essentially in training the pupil in behavior; taking behavior not in the narrow sense of his manners, but in the very widest possible sense, as including every possible sort of fit reaction in the circumstances into which he may find himself brought by the vicissitudes of life."

If we really believed this, we might be willing to spend a little more for educators, and perhaps even a little less for doctors and lawyers.

When we ask ourselves who it is that pays for this odd moral blindness, the answer is: we all do! We can't put the price tag on the whole cost, but we pay it just the same. "We pay for the cost of crime, especially juvenile crime; we pay for it in the wasted and unproductive lives of men and women whose talents might have been brought out by proper schooling; We pay the cost in selective service rejections for illiteracy. Neglected public schools are like a neglected car which, nevertheless, keeps running. Sooner or later it quits running, and a major repair job becomes necessary. That is the way it is with our schools; they're staying open, our kids are going to them, and in many cases they are getting a fine education, but in too, too many cases they are not. The situation is critical; teachers are hard to get, and even harder to keep." (*Economic Outlook*, March, 1954.)

We need at least 40,000 new teachers a year. This is the number needed to provide one teacher for every 30 pupils coming into our schools. Moreover, each year at least 75,000 teachers leave the profession, so that replacements must be found for them. One can hardly blame people either for not entering the profession—or for preferring to leave it. The average salary for classroom teachers (1953-54) was \$3,005, and 14.1 of those teachers earned less than \$2,500. Last year, on the other hand, auto and steelworkers were averaging \$72 per week or about \$3,750 per year. This is not

meant to be a protest against industrial wages; I spent too much of my life getting them raised, and I know the uncertainty of factory employment. It is, instead, a protest against the miserable salaries of teachers. This is a reaffirmation of the protest of my youth, when I wanted to teach and was constantly pushed toward administration because the pay was higher. Then, as now, I think that administrators can be trained, and with a smart secretary, the mediocre administrator can fool quite a few people for a long time. The good teacher, on the other hand, is an artist. There are few artists, and under no circumstances should an artist be forced to sell his soul for bread. In my world, the laborer is worthy of his hire, yet I am too sophisticated to believe that money will produce good teaching, any more than \$10,000 salary increases will give us either a more dedicated or a more honest Congress. Money will buy competence, but seldom dedication.

During the current 1955 fiscal year, beginning July 1, 1954, it is estimated that the Federal Government will spend \$63.97 billion. Of that amount, 66 per cent will go toward military purposes, including the development of atomic energy; 10.4 per cent can already be written off as interest on the national war debt; 6.9 per cent for veterans' benefits. In other words, the cost of present and past wars amounts to 83.3 per cent of the estimated expenditures.

The defense share of the national budget is \$33,270,000,000 or 72.2 per cent.

Social security, health, education, and welfare share \$1,804,998,000 (or 3.83 per cent) of the national budget.

The argument could be piled up. We don't need to pile it up too much further in order to ask the question, "Why can we get endless sums to blow the world to bits and only minute sums to give life meaning?"

The answer seems to lie in our unwillingness to face the stark cold fact that man faces not only personal but generic death. The idea is too fantastic to grant. We have been saved so far by the fact of stalemate. This is not a positive fact, and in this way we have become growlers at the feet of fate; we have backed into history. Certainly by no stretch of the imagination could we be called masters of our destiny.

I prefer to face life, and facing it, argue that we would be more secure if we took 13 of the 33 billion and trained our youth in agriculture and science, sent them out to share the world's hunger and to seek its alleviation. Thus, the world might use food as a sacrament rather than a political football.

The Brethren produced a prophet, Dan West. Dan gave to the world a program called "Heifers for Peace." These heifers are sent to starving areas of the world; they mature, and give milk to babies regardless of the parents' politics. Milk, as a matter of

fact, knows no politics. How obscure the obvious often becomes!

As of September, 1952, the U. S. Office of Education reported a shortage of 245,417 classrooms. Today, the estimate is 375,000. This is not to mention the shortage of homes and hospitals. Roads can be provided—yes, but schoolrooms, hospitals, and houses, no! Roads can be built for strategic purposes, for an escape from death—a death from which there is in actuality no escape.

Most of us—as members of great pressure groups—have accommodated ourselves to the cold war. Agriculture prospers when war produces jobs and when workers are employed at those jobs. Industry likewise prospers, and particularly heavy industry. Look at the General Motors' last quarterly report. Study consolidations of the big, and the failures of the small corporations. And labor, too, is conscious of the benefits from death. For in spite of every effort of the "New Deal," it was Hitler's march into Poland and Pearl Harbor which finally erased the spectre of 9,000,000 unemployed.

Ours is a compensatory state in which government rewards or withholds reward from various economic groups in proportion to the pressures, and few are the unseduced who keep on pointing out that there can be no survival of the parts at the expense of the whole. Only the educated, who can see relationships in the total sequence of things, can do that; or the prophets,

who insist that God works through all of history.

It is so easy to forget the voice of Amos, who cried:

"Are you not like the Ethiopians to me, O Israelites?" saith the oracle of the Lord.

"Did I not bring up Israel from the land of Egypt,

Also the Philistines from Copthar and the Syrians from Kor?"

Substitute America for Israel and all is well; but never, never substitute Russia for Ethiopia, or China for Philistia. For if you do, God is no longer a tribal deity, nor even a national one promising peace of mind. Rather, He is a God of justice, and that is something else again. Some feeling for justice might cause us to realize, as Stuart Chase realized in a recent issue of *The Saturday Review of Literature*: "... The United States, with 6 per cent of the world's population, produces just about 50 per cent of the world's industrial output, a fact which emphasizes the desperate poverty of millions of Asians and Africans. It tends to make Americans too cocky and their neighbors too envious, and skews not only the economy, but human relations." Chase continues: "... we must apply moral ballast, and cut the Asians and Africans in on things by creating a system of distribution on a planetary scale!"

It is ironic to note that the Church—which boasts of its statistical increase and its beautiful new buildings—finds itself so lacking in influ-

ence in the present morally bankrupt world. The plain fact is, however, that delinquency in general (juvenile and otherwise) has been increasing faster than the population for at least 30 years. For example, the homicide rate in 1900 was 1.2 per 100,000 population. It is now 5.3, exclusive of annual U. S. Children's Bureau figures which indicate that juvenile delinquency court cases have increased 17 per cent from 1948-51, while population in that group has risen only 5 per cent. The F.B.I. reports that major crimes are increasing at a rate of 100 per cent faster than population increase. In the first six months of 1953, major crimes were up 8.5, while the population increased by 2 per cent.

There can be no question that today is a deepening spiritual crisis. We have a higher standard of living, but our chrome-plated cars do not seem to make us happy. And with such facts staring us in the face, I would be happier if I could say that we spent less for big church buildings, and more for endowments which would provide harassed pastors youth leaders or assistants for the pastor.

For 18 years of my life I worked for organized labor; today, unions,

like the churches, are busy building Philip Murray or William Green Halls. The unions, like the churches, have forgotten that investment in people is almost always more meaningful than investments in buildings. That is why I wish that every local union would provide two scholarships at the school of their choice for their ablest young people. Perhaps, eventually, 100,000 scholarships or so! To American education this would mean, among other things, the injection of new blood into our middle class educational viewpoints.

At the University of Chicago today there are four classes of students: those who attend by starving, or by the proceeds of their wives' earnings; those who have scholarships; and (in the case of the good majority), those who can go to school on Papa's checkbook. Thus, economic considerations more often than not determine who receives an education and who doesn't.

In the end, I cannot get over the idea that men are better monuments than banks. Here again, as it was in the beginning, the choice is: for what do we spend, and not how much.

A Program of General Studies for Technical Institutes

FRANCIS E. ALMSTEAD

CURRICULUM PLANNING takes on greater significance in the face of the growing popularity of technical institute education and the potential enrollments between now and 1970. For instance, in New York, enrollment in two-year colleges, public and private, by 1970 may exceed 100,000 full-time day students. Last fall there were approximately 13,000 full-time day students enrolled in the junior colleges, community colleges, and technical institutes of this state. One can see that this seven-fold increase is going to strain the imagination and energy of faculty members and administrators in planning and making ready curriculums and facilities. And, of course, across the nation this effort will be multiplied many times.

The record very clearly reflects the success which the technical institutes have had in training technicians for industry. While the record radiates success, there is a strong indication that graduates are long on technical facts and short on general knowledge and attitudes. The record is also clear that the young men and women who fail on the job, fail because of their inability to get along with others; to

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evaluate situations and facts; and to execute judgment in human affairs. Faced with these facts, educators who believe in maximum opportunity for youth, must, in answering the challenge for better programs, engineer their curriculums so that fine technical content is maintained and good quality general education is added to give the student more mature judgment and greater practice in critical thinking.

Much experimentation has already been done in the area of general subjects, but no one, in my judgment, has yet reached a mature, workable program for two-year, post-high school curriculums. It appears to me that technical educators have leaned almost completely on liberal arts majors for program guidance and course objectives and content. This is natural, but the result is that many of the

courses which have been transplanted from liberal arts, sometimes under different titles and sometimes without title change, have fallen short of the mark. Liberal arts instructors should not be criticized for this pattern because they have not received from the technical educators and industrial leaders a well-defined set of objectives. I believe that without the vigorous support of technical educators with their techniques for surveying and analyzing industrial and civic situations, liberal arts instructors alone cannot possibly overcome all hurdles. The joint effort must explore with leaders, both industrial and civic, the concepts, the limitations, and the objectives in education which will enable the student to succeed as a citizen on the job as well as in the home and community. Advisory committees should be drawn into action so that a comprehensive, thoughtful coverage of the problem is assured. Committees including industrial directors of training, supervisors, and technical educators who, since World War II have gained experience in the interplay of human relations including the need for effective two-way communications, can be of great help in defining clear objectives. Generally, educators have been hesitant to explore with advisory committees and civic leaders the kind of non-technical skills, knowledge, and attitudes essential for successful technicians and citizens. Because of the great importance of this aspect of education, it must not only

be included in our curriculums, it must be well planned and engineered. If the business world were concerned with materials only, the emphasis we have given to mathematical formulas, technical knowledge, solution of technical problems, and the learning of skills, at the expense of general education is well conceived. But in our technological society material and production snarls necessarily involve human snarls. And, unless the "people" snarls are resolved, it is impossible to solve material and production tangles.

To be sure, it is important for technically prepared personnel to be a party to the planning of a general studies program, but their influence should not go so far as to design a program so narrow that the courses contribute only to technical skills. Certainly the content of general courses should support the objectives of technological curriculums, but unless this educational experience opens new cultural areas which can be developed in later life, the program will be inadequate and will fall short of a realistic goal. The faculty members should be alert to every advantage during their teaching to develop and exercise critical thinking and to promote learning situations involving a breadth of cultural ideas.

Thus far, my plea is a two-fold one: First, technical institutes and community colleges should offer a well-balanced, functional general education program including both curricular

and extra-class activities for every student enrolled in a full-time day curriculum; and, second, the kind, amount, and quality of general education should be adequate to enrich the lives of the young men and women graduating from these institutions. In considering a general program of studies for all students, it is necessary to establish a minimum standard in terms of the number of semester hours or the number of courses to be offered. There are many ideas about how a minimum standard should be determined. The standard set recently by the Board of Regents of the State of New York specifies that all students enrolled in a two-year program be required to earn 20 semester credit hours in the areas of communication (English), social studies, and mathematics-science combination. This is one-third of the credit hours required for the two-year degree, Associate in Applied Science. The common practice in our State University Institutes is four-one-semester, three-hour courses, or the equivalent—two in communication arts and skills and two in the social science field. The remainder of the 20 hours is earned in mathematics and science. Usually more than eight hours is earned in the combination areas of mathematics and science. Beyond the minimum requirements, the general education departments offer a limited number of cultural courses as elective. Of course, to the benefits received from these courses, there should be

added the experiences gained from the extra-class or extramural programs such as clubs, dramatics, publications, athletics, chapel, and classes in recreation. Recently, we asked many parents to give us the benefit of their thinking and wishes about requiring their children to participate in extra-class activities including attending chapel. The returns indicated almost a unanimous belief that all students should be required to participate to the extent of their ability.

When in 1946 the State Legislature authorized five experimental technical institutes, the law required the inclusion of general education in each curriculum. There were many ideas about how this could be implemented, but in my judgment Lawrence L. Jarvie, Executive Dean for Institutes and Community Colleges, State University of New York, formulated the concept best in an article, "A Pattern of General Education in Technical Institutes."¹ He envisioned a four-lane approach with the following courses:

1. Modern Science and Technology
2. The Modern Community
3. Communication Skills
4. Personal and Community Health

His thoughts were further developed and reported by Lennox Grey of Teachers College, Columbia, and Francis Shoemaker, University of Wis-

¹ *The Journal of General Education*, Vol. 1, No. 3, April, 1947.

consin.² They defined each course as follows:

"Science and Technology" points to the broad context in which the major ideas and contribution of the special branches of science would be related to the individual's technical understanding.

"The Modern Community" as a title directs attention to the interaction of social, economic, and political forces in the immediate community and in the larger national and international community as these factors affect the individual's occupational and social life.

"Communication Skills" calls up ideas of the development of skills essential to modern "two-way communication" involved in intelligent response to language, picture, color and sound employed in various arts.

"Personal and Community Health" clearly points to practical knowledge and skills for the integration of private and public health concerns.

It is apparent that these definitions pointed to a new concept of general education admirably suited to the training of technicians, but the content of the courses was determined by liberal arts instructors who were new to technical institute teaching. The programs were liberal arts centered, conceived by specialists in history, English, economics, sociology, and psychology. The materials available were four-year college liberal arts texts and aids. These conditions produced a curriculum with two trunks,

technical and general, each with its own center of interest and a feeling of separateness between groups of faculty members. A division of loyalty cannot produce a vigorous enthusiasm by students for the importance of either trunk.

It is necessary for these two groups to coordinate their instruction in order to produce an effective course of general studies. A finer quality may be achieved by consulting industrial and civic leaders about pertinent skills, attitudes, and knowledge. This consultation will give an opportunity for technical education to make its contribution in planning non-technical studies.

As we ponder the question, we might consider some of the following thoughts from the "Essays of Montaigne" who writes about the art of teaching, "... The usual way is to keep bawling into the pupil's ear as one pours water into a funnel, the pupil's position being namely to repeat what he has been told. I would have the tutor amend this method and at the outset, in order to test the capacity of the mind he has charge of, he should put it on trial, making his pupil to taste of things and to discern and choose them of his own accord, sometimes opening out the path to him and sometimes leaving him to open it out for himself." In my opinion this underscores the philosophy for program planning for general education. It tells us that the student should not learn facts for the sake of facts

² *A Guide for Institute Staffs in the Development of Programs*, Institute Curriculum Research, State Education Department, Albany, N.Y., June, 1946.

and that he should taste of things—try them on for size to the extent that he can integrate his learning where he sees each factor in relationship to the others, thus formulating a rounded understanding enabling him to discern and choose for himself while living on and off the job. Montaigne also says he would be careful to see that students have “. . . a well made head rather than a well filled one . . . not so much learning as character and intelligence. . . .” Out of the 16th Century comes a guidepost that is significant for our work of teaching and curriculum building. In order to produce a well made head, in our planning and teaching, we must move from a departmentalization of subject matter to a focalized technique pointing up the cause and the effect of social, economic, cultural, and historic happenings. With the traditional liberal arts courses as planned for a four-year sequence and condensed for use in a two-year sequence, more times than not the student will learn the cause of an event in one course and learn the effect in another, but never have an opportunity to see these in relationship to one another. Courses of such design make for frustrated individuals with well filled heads who know the answers to many questions but whose character and judgment have not been fully developed.

The traditional four-year college curriculum is built vertically, i.e., the student grows and develops as knowledge pyramids. Students in liberal arts

colleges during their senior year or their post-graduate years have matured so that they are able to integrate the vertical columns of knowledge. In contrast, general studies for a two-year program should be built horizontally, i.e., should draw knowledge from across the board so that a unit of integrated knowledge about an event is given to the student.

Let us get into the business of producing well made heads by designing general education courses effective in kind, proper and fine in quality. Such courses can be devised by thoughtful planning and cooperative effort. I cannot spell out a total structure for a general program, but I would like to point out a few illustrations. For example, if a joint planning team determines that events such as are occurring on the international front are significant, the students then should be so taught as to develop a background to understand the implications involved. This teaching will bring together facts of history, trade, economics, human relations, language, and social ways of life. Or, if it is important for a technician to understand the complexities he will face in our industrial system, the instructor should league facts from several bodies of knowledge, such as the history of our industrial and free enterprise system, the human and personal hardships and gains encountered in the changes, the effects on our economic system, the effects on foreign trade, and the place of the United States in the in-

ternational society. It might even be well to explore with the students, in connection with labor, the history of "tell 'em, sell 'em, and consult 'em." It is a fact management has moved from the era of telling labor to consult labor on controversial issues in order to solve problems for the maximum benefit to all.

There is no doubt about it—in support of technology curriculum objectives, technical report and letter writing should be taught in place of composition or theme writing, and conference techniques should be taught and practiced in place of traditional public speaking. As you and your faculty associates build general education courses, you will discover many similar possibilities.

I should like to point out one other factor. Whenever and wherever possible, skills and attitudes developed in

general education should be practiced in technical courses. This idea certainly could be applied to report writing, conference techniques, reasoning from data, and attitudes toward work and fellow students. The instructor of calculus, machine design, A-C Circuits, or qualitative analysis should be just as responsible for good communication skills as the instructor of general education courses.

As I look at this problem of designing a two-year program of general studies, I can see a time when we shall have teachers familiar with the objectives of the program, materials suited to the content, and courses no longer watered-down transplants, but well-balanced, integrated, challenging bodies of knowledge—a fresh design in which technical skills, social attitudes, and the ability to use these effectively are all welded into a single framework.

Programs of Agricultural Instruction in Junior Colleges

JOHN T. CARTER

VOCATIONAL EDUCATION in agriculture at the high school level has, during the past 35 years, enjoyed an expansion and growth seldom equaled in the educational field. The junior colleges in most states, however, have not extended the opportunity for this type of training to local institutions above the high school level. A number of factors may account for this:

(1) A large proportion of the junior colleges with vocational departments are located in large towns or metropolitan areas where there is little demand for agricultural education.

(2) It is felt by some that vocational training in agriculture can best be carried out by institutions of less than college grade. This attitude is reflected in the framing of the Smith-Hughes Act.

(3) A considerable investment in farm land, equipment, and livestock is generally considered necessary for the effective teaching of agriculture at the college level.

(4) Land-grant colleges have been reluctant to grant transfer credit for agricultural courses taught by junior colleges.

Professor of Agriculture at Clarke Memorial College in Newton, Mississippi, JOHN T. CARTER used the study reported here in expanded form in his dissertation. He received his Ph.D. from the University of Illinois, along with his wife, whose article also appears in this issue. He has been in the field of agricultural education in the junior colleges of Mississippi since 1947 and is an officer in the Mississippi Association of Junior College Agriculture Teachers.

In order to clarify the present status of agricultural instruction in junior colleges, a study was begun in 1952 of all the departments of agriculture in the junior colleges of the United States. Later, the study was narrowed to include only those departments offering agricultural courses of college grade, and expanded to include the judgments of deans of agriculture in land-grant institutions. It was designed to supplement the excellent reports by Strong¹ and Phillips,² both of whom did most of their study in California.

¹ Winston Counter Strong, "Federally Aided Agricultural Education at the Junior College Level," Doctor's thesis, University of California, 1948.

² Loren D. Phillips, "Agricultural Curriculums in the Junior Colleges of the United States," Doctor's thesis, University of California, Los Angeles, 1953.

As a preliminary step to this study, the registrars of all the junior colleges listed in the 1951 and 1952 junior college directories were contacted and asked to indicate whether or not agricultural courses were offered by their institutions. Replies were received from 581 or 99.7 per cent of the schools, and these returns indicated that 140 junior colleges, located in 29 states, offered agricultural courses of any kind in the 1951-52 session. Subsequent correspondence, however, revealed that a maximum of 112 schools located in 26 states actually offered college-grade courses in agriculture.

A survey form was sent to the head of the department of agriculture in each junior college in which these courses were taught. Some conclusions based on the data from the 70 usable replies were drawn as follows:

Approximately half the departments of agriculture were staffed by only one teacher each. The rest were multiple-teacher departments, and the average number of teachers in all departments was 3.2. Over half were former teachers of vocational agriculture in high school. The teachers reported an average of 18.8 semester-hours of training in each individual area of agriculture in which they taught.

Two-thirds of the courses offered by junior colleges corresponded to agricultural courses taught in land-grant institutions. Sixty-nine per cent of the schools reported their courses in agri-

culture were accepted at full value by the land-grant college in their state.

The major objective of most of the departments was to lay a foundation for students' junior and senior years in an agricultural college. Notable exceptions to this were the six agricultural and technical institutes in New York State, which gave greater emphasis to the training of terminal students who would farm or enter some related occupation. Fifty-six per cent of the students outside New York expected to transfer to a senior agricultural college, while only six per cent of the students in the New York institutes expected to transfer. Seventy per cent of the schools owned farms which could be used for laboratory work. However, the enterprises carried on by the farms did not always correspond with the agricultural courses taught.

A second phase of the study dealt with the opinions of junior college agricultural teachers and deans of agriculture in land-grant institutions concerning ways in which the junior college could best make its contribution to agricultural education. Survey forms were again sent to the 70 junior colleges which had replied to the first survey and to the major land-grant college in each of the 48 states. Replies were received from 51 per cent of the junior college teachers and 83 per cent of the deans in land-grant institutions.

It was revealed that approximately one student out of 15, or 6.6 per cent

of the students who enter the land-grant institutions for agricultural training, had earned credits in agriculture at junior colleges. Most of these students were concentrated in 11 land-grant colleges which reported ten or more of such transfers each year.

Forty-seven per cent of the institutions granted full transfer credit on the agricultural courses taken in junior colleges; 11 per cent granted no credit on such courses, and the remaining 42 per cent restricted the acceptance of such credits in various ways. Fifty-five per cent stated that they would favor the acceptance of such credits if the proper standards were met. Forty per cent indicated that they did not favor the acceptance of such credits under any circumstances. Eighty per cent of the deans felt that "acceptable" standards for junior colleges teaching agriculture should be the same as those for degree-granting institutions. Two-thirds of the deans who responded to the question stated that their transfer students who had taken agricultural courses in junior colleges were as well prepared for third- and fourth-year work as students who had taken all their work in land-grant institutions.

Eighty-three per cent of the respondents from land-grant colleges stated that they believed junior colleges should offer no agricultural courses for students expecting to trans-

fer. Only four per cent of the teachers of agriculture in junior colleges expressed this opinion.

The land-grant college deans suggested 23 semester hours as the minimum training that a teacher should hold in each area of agriculture in which he taught. The minimum suggested by the junior college teachers was 16 semester hours.

Most of the respondents from both types of institutions felt that any junior college offering agriculture courses for transfer should maintain farms with a productive unit of each enterprise that is studied. Wide variation was noted in the recommendations of the individual deans of agriculture concerning laboratory facilities for each introductory course in agriculture.

The junior college teachers were asked to enumerate any differences that they felt should exist between the program of instruction for university-preparatory students in agriculture and that for terminal students in the same field. While most of them recognized some important differences, 87 per cent believed that the two groups could be successfully taught in the same class.

It is hoped that the data secured in this survey may suggest a basis for cooperative planning by junior colleges and land-grant institutions for an expanded program of agricultural instruction in junior colleges.

A Study of Selected Aspects of Home Economics Programs in Junior Colleges

FRANCES T. CARTER

CURRENT PROGRAMS of home economics in the junior colleges of the United States were chosen for a study beginning in 1951. The purposes were (1) to make an investigation of all the junior colleges in the United States with home economics departments in operation in 1951-52 in order to determine practices followed in the programs, and (2) to develop recommendations that might help educators to discover the strengths and weaknesses in the home economics programs in their own institutions and to improve their offerings. Six aspects of the home economics programs were chosen for investigation: the faculty, the physical plant, the purposes, the curriculum, the methods of instruction, and the problems encountered in home economics programs.

While a number of worthwhile studies have been conducted in this area, and a great deal has been written concerning vocational training at the junior college level, a rather incomplete picture exists concerning the actual status of home economics in all the junior colleges in which it is offered. Also, the judgment of the majority of experienced home economics teachers in junior colleges had not

FRANCIS TUNNELL CARTER, Professor of Home Economics at Clarke Memorial College in Newton, Mississippi, reports here a condensation of her dissertation. She received the doctor's degree from the University of Illinois in 1954 and taught vocational home economics in high school before entering the junior college field in 1948.

been utilized in the formulation of recommendations for improving the work. Therefore, further investigation was undertaken.

The methods used were primarily reviewing previous studies and literature related to the subject and conducting two surveys by means of questionnaires. Correspondence with selected teachers of home economics provided case studies of unusual programs.

The registrar of every junior college in the United States listed in both the 1951 and 1952 junior college directories was contacted to determine the institutions which taught home economics. Replies from 99.7 per cent of the institutions indicated that home economics was taught in 288 junior colleges during the 1951-52 session. The heads of these departments were asked to fill out a survey form concerning current practices and conditions in their departments. Of the 242

forms returned, 49 indicated that actually no home economics was taught beyond the 12th grade, and five other respondents failed to answer the questions sufficiently to be tabulated.

The 188 respondents who replied to the survey and who indicated that home economics was taught in their institutions on the 13th- and 14th-year level were later sent a second survey form concerning home economics programs specifically for terminal students. Usable replies were received from 123 institutions. Sixteen schools that appeared to be conducting unusual home economics programs described upon request certain phases of their programs in greater detail.

Some conclusions were identified. The departments of home economics in junior colleges were staffed by teachers whose training seemed in most cases suitable for the types of programs presently being conducted. The median tenure of nearly five years in present positions seemed to indicate considerable satisfaction in junior college teaching. The facilities and operating budgets were deemed fairly adequate for the enrollments reported and the kinds of training provided. Slightly greater emphasis appeared to be placed on providing training for terminal students than for university-preparatory students, although the course offerings were

about equally divided between the two groups of students. Difficulty in selection of methods of instruction for university-preparatory and terminal students enrolled in the same classes was apparent. Little emphasis appeared to be given to preparation for wage-earning in the terminal programs, and it was concluded that the teachers' training had not prepared them for this type of teaching and that few available jobs utilize the type of training presently given by home economics departments in junior colleges. Small enrollment was the problem named by the greatest number of teachers of terminal students.

Fourteen recommendations based on the library research and surveys were formulated. A change of emphasis in teacher preparation might modify the existing programs in home economics, thus bringing them closer to meeting the needs of the students. Enrollments in home economics might be increased through systematic recruitment plans and by offering courses designed as a part of the general education of all students in junior colleges. Closer cooperation between educators in junior colleges through exchange of information, occupational surveys, and other forms of action research, might increase the effectiveness of the present home economics program.

Independent and Church-Related Colleges Plan for the Future

CLAUDE F. GADDY

When we look at almost any phase of the development of the United States since 1900, we find the changes, and, in most instances, the progress, almost unbelievable. The story of our growth in American higher education is no exception to the general rule.

Statistics reveal that 54 years ago there were 238,210 students enrolled in what were then classified as our colleges and universities. These figures represented four out of every 100 youth between the ages of 18 and 21 years. The most recent report from the United States Office of Education states that we now have 2,500,000 college students enrolled in a total of 1,936 institutions of higher learning, or an average of approximately 34 out of every 100 youth of college age.

In the first 45 years of this century, this growth in higher education was noticeable but not spectacular. The marked increase has come in the last decade, having its beginning, of course, in the impetus given by the G. I. benefits for educational purposes following the close of World War II. The enrollment this present college year, 1954-55, is 11 per cent above that of one year ago, and for new

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students enrolling for the first time, the increase this year is 12 per cent above that of last year. It is significant to us to observe that the greatest increases in the attendance this year over last year have come in our junior colleges. This increase in our college enrollment of 249,049 in our year represents more students than the total enrollment of 1900.

The per cent of college age youth enrolling in the various states presents some rather interesting and informative considerations. We find this percentage ranging from a low of 15 per cent to a high of 52 per cent.

With this general statistical statement before us, and in keeping with the topic assigned for this discussion, "Independent and Church-Related Colleges Plan for the Future," let us

note that of the 1,936 colleges and universities, 679 are publicly-supported, leaving at this time a total of 1,257 independent and church related colleges. Of the 679 tax-supported colleges, some 327, almost one-half, are junior colleges, better known in some sections as community colleges, representing in most instances the addition of a 13th and 14th year to a standard high school program.

In both senior and junior tax-supported colleges the average size is double that of the private or church-related colleges. Of the 1,257 private colleges, some 270 are classified as junior colleges. In the main, these private junior colleges are different from the tax-supported or community college which has developed rather rapidly in recent years in our system of higher education. The private junior college has, in general, a two-year program of work in the liberal arts with some emphasis on community or regional activities, particularly in the training of church leaders in the supporting denomination. There are a few private junior colleges with large enrollments, but in the main they are much smaller than the tax-supported junior colleges.

As between the enrollments in the publicly-supported and private colleges, at the present time we find some 55 per cent in favor of the tax-supported institutions. This is a trend which has been most noticeable in the last decade when the pressure of num-

bers has made it impossible for private colleges to enlarge their facilities, thereby making it necessary for the various states to make provision in publicly-supported colleges for the rapid increase in enrollments. This was possible for the states because of the rather large financial surpluses accumulating from a war economy. In my own state of North Carolina, it has been possible in the last six years to invest some \$73,000,000 in plant expansion in the 16 state-supported institutions, and at the same time provide greatly increased appropriations for operating purposes. It should be noted, however, at this time in 1955 these surplus funds have been exhausted, and most of our states are faced with severe limitations in trying to continue the expansion programs so badly needed to take care of the needs in the immediate future.

It is not surprising that a certain feeling of discouragement and almost pessimism has permeated the thinking of all our people with respect to the place of the independent and church-related colleges in the American program of higher education. The competition resulting from the generous state support and the dwindling value of endowments for private colleges have made the future seem rather hopeless.

But I am happy to come here today with the conviction that the future of the independent and church-related college is not such as to bring dis-

couragement, but is full of promise, and challenges our best. In support of such a statement I wish to submit the following for your consideration:

1. The presence of 1,257 independent and church-related colleges in American higher education today stands as a living monument to the devotion and vision of thousands of men and women who have dedicated their lives to a teaching ministry in a somewhat distinctive type of service. But for the willingness of these men and women to forego what most people consider the necessities of life, for the joy of passing on to succeeding generations the torch of intellectual and spiritual truth, many of these colleges would have been lost. We owe to these people an obligation which cannot be paid in money. Fortunately, they never put a price upon their wares. In addition to their brilliant intellects, they have hearts warmed in the philosophy that "a man's life consisteth not in the abundance of the things which he possesseth," and "What shall a man profit if he gain the whole world and lose his own soul?"

In spite of all the materialistic philosophy which has permeated our education in recent years, we continue to find these men and women who constitute the enduring fabric of this indispensable element in American higher education.

2. As a second consideration in this hopeful picture, I should like to re-

mind you of the awakening on the part of supporting church groups to the vital role which these colleges must play in American education. Perhaps it should be observed that this revival of interest on the part of churches finds its chief significance in the fact that active interest on their part should save many of our fine church-related colleges from becoming independent colleges or universities through the benefactions of those not particularly devoted to any church. History reveals that in many instances denominations have lost their colleges because of their failure to give them the minimum financial support, thereby making it necessary for the colleges to turn to private and corporate philanthropy.

In recent weeks I have had occasion to correspond with more than 30 church boards of higher education and have found this revival of interest in their colleges most encouraging. These reports provide some most interesting insights into the thinking of the church leaders of America in the field of higher education. In many instances the different denominational groups are recognizing the importance of cooperative thinking and planning. They find that in such a united approach to their supporting denominations and churches, their work is more effective than as individual institutions. They are concerned not only with expanding present facilities, but with the improvement of the quality

of education to be provided. These church leaders are convinced that it would be unwise to accept larger enrollments at the expense of the quality of their educational offerings, and the recognition of this fact and its emphasis to the supporting church groups will likely be the most effective appeal for greater giving. When church-related colleges begin refusing admission on the grounds that they do not have adequate facilities for more students, the denominational support will be increased.

As an illustration of greater denominational support for colleges, I refer briefly to what is happening in the 60-odd colleges located in the 17 states in the territory of the Southern Baptist Convention. These colleges are under the direct supervision of the State Conventions and receive their support from the churches within their respective states. The latest reports show that these Southern Baptist colleges and seminaries last year received approximately \$5,000,000 for operating purposes and \$3,600,000 for capital outlay purposes, or a grand total of almost \$9,000,000 from their supporting churches.

In North Carolina the seven Baptist colleges, two senior and five junior—Wake Forest, Meredith, Mars Hill, Gardner-Webb, Campbell, Wingate, and Chowan—for the present year will receive \$445,000 for operating purposes and approximately \$500,000 for capital outlay. The Baptist State Convention of North Caro-

lina is now in its fourth year of a Nine-Year Program of Advance ending in 1960. In this nine-year period, the program provides for a total of \$4,070,000 for operating support and \$8,100,000 for capital outlay for its seven Baptist colleges from the churches.

In addition to this, in a special campaign the Baptist churches of North Carolina have contributed \$1,500,000 to the building of the new \$19,000,000 Wake Forest College plant in Winston-Salem, to which the college will be moved next year.

Thus we see definite trends toward greater support for their colleges on the part of church groups throughout the nation.

3. As third consideration in support of the hopeful future for the independent and church-related college in America, I would remind you of the generous tax laws in both national and state governments with respect to contributions for the support of these colleges. In recent years the exemptions have been made more liberal, and it is not inconceivable that our government and taxing authorities may in the near future remove any limitations to one's willingness to contribute voluntarily for the support of higher education rather than be required to do so involuntarily through the payment of higher taxes.

4. The fourth item follows logically at this point in that the increased interest on the part of private philanthropy in the support of the independ-

ent and church-related college grows out of practically all other considerations. Foundations and individuals who control large amounts of money appreciate the great contribution which has been made to American higher education by the work of these independent and church-related colleges. They recognize the importance of maintaining such a balance between private and publicly-supported institutions. Also, they are not unmindful of the sacrificial service of these men and women who have dedicated their lives in a teaching ministry, referred to in the first consideration, and certainly these prospective supporters are aware of what the churches have done through their great program of ministry through these colleges. Indeed they know and recognize any consideration that is given their philanthropy by the taxing laws.

Although economic trends in recent years have not been favorable to the accumulating of large fortunes, we still have in America an enormous reservoir of financial support from such sources. An extensive list could be made in support of this statement, but I merely recite two instances coming from my own state of North Carolina. In its latest annual report as of December 31, 1954, the Duke Endowment of Charlotte, N. C., states that from December 11, 1924, to December 31, 1954, from the gross earnings of \$143,449,297.74 there was paid to Duke University \$67,656,441.55; to

Davidson College \$3,250,347.46; to Furman University \$3,282,067.00; and to Johnson C. Smith University \$2,094,015.79; making a grand total of \$76,282,871.70 paid to these four church-related colleges. Standing as perhaps the fourth largest private foundation in America, the Duke Endowment has given more than 50 per cent of its gross earnings and will continue to give them to the support of higher education.

As a second illustration, I would remind you of the Z. Smith Reynolds Foundation in Winston-Salem, N. C., which is contributing approximately \$4,000,000.00 to the building of the \$19,000,000.00 plant of the new Wake Forest College in Winston-Salem, and has entered into an agreement whereby it will contribute in perpetuity more than \$500,000.00 per year to the support of Wake Forest College. In all probability this private foundation will become one of the largest foundations in the country, with practically its entire earnings going for the support of higher education.

These are but representatives of the financial resources that are available for private and church-related colleges in America today.

5. As a fifth hopeful aspect of the picture for the independent and church-related college, I would call your attention to what is happening in the business world with respect to the voluntary support of higher education. It is estimated that in 1950, corporation gifts for the sup-

sixth sense, the development of which constitutes an undertaking far more challenging and glorious than any material progress we can know.

crease their total contributions to only three per cent of net income before taxation." Most significant in this respect has been the wide publicity given to this important matter in such publications as *Business Week* and other leading business journals in our nation. Big business is being faced with the proposition as to whether it will support the needs of higher education with voluntary contributions or do so involuntarily through taxation.

Here again we find our independent and church-related colleges aware of the necessity for cooperative planning and promotion in the approach to corporation giving. In almost every state in the nation there is today a church-related and independent college foundation making joint appeals for the support of these colleges. These appeals are for supplementing the operating budgets and leaving the matter of securing capital funds to the individual institutions.

In the thinking of many people today, the new emphasis on alumni support for these independent and church-related colleges is one of the most fruitful and promising sources for meeting their financial needs. The very nature of the emphases of these private and church-related colleges in the training of their students offers real hope in alumni as a dependable source of income.

Let us not forget, however, that in certain aspects of these considerations listed, such as private philanthropy, corporation and individual gifts, as well as alumni giving, we are meeting stiff competition from our publicly-supported colleges and universities. They too are making their appeals for these voluntary contributions and in this day of emphasis on technological training, the promoters of the liberal arts philosophy of higher education are meeting real competition. And let us not think for a moment that we do not have a real selling job confronting us in these competitive approaches. There is no need for apology, and surely in the next item of this hopeful picture we will recognize our opportunity.

6. Coming out of a decade in which there has been greater progress in the scientific and technological developments than in all previous decades, we are told by those who are in a position to know that what we have experienced in this decade in these two respects is but a token of what will be accomplished in our immediate future. But in the midst of such predictions, and maybe growing out of such, we are experiencing in America today a new appreciation for the intangible or spiritual values of life. As we have surrounded ourselves with the product of our inventive minds, we have acquired a deeper concern for the souls of men. A minister friend has aptly termed the conditions to which I refer as the awakening of man to a

port of education totaled more than \$50,000,000.00, with the prediction that this annual giving would reach \$325,000,000.00 "if corporations in-

At this point we are joining that great host of faithful souls to which we referred in the first hopeful consideration for the independent and church-related college in this our day. These faithful teachers have continued to instill into the minds of young men and young women a philosophy of life that pertains to a man's spirit as well as to his material possessions. As scientists lend their voices to those of the ministers in the pulpits in warning against the dangers which threaten not only the life of the individual but even our civilization, the world seems to be more attentive and ready to hear and accept any hope for its life. Life is never so sweet as when in jeopardy. In a day when words like, "communism," "atomic bombs" and "hydrogen bombs" are in our daily conversation, the independent and church-related college has a message that will be received.

We might continue in calling your attention to this unending list of hopeful considerations for the independent and church-related college on the horizon of American higher education, but let us conclude with the observation that we have behind us those faithful men and women who carried the torch of learning under conditions far more trying than those of the present, and that it is in a sense of loyalty to them as well as for the

safety of our own and the generations to come that we stand shoulder-to-shoulder with our co-workers in our publicly-supported colleges and universities and continue to give to our program of higher education in America that balance and stability which will come from the wide diversity of offerings in all types of institutions of higher learning. It is at this point that the American Association of Junior Colleges, and especially the some 270 private and church-related junior colleges, should declare to our people that they have not only a real answer to present-day problems in higher education, but the most promising solution to those conditions arising out of the greatest impact of youth upon our colleges the world has ever known.

It is no easy undertaking to enlarge any college or university to meet the expanding opportunities of such an influx of students; it is next to impossible to establish and operate successfully a four-year accredited college; and although it is no easy matter to provide a good private or church-related junior college, it must be recognized that in this latter area lies America's most logical and most feasible solution for its educational growth. We see this fact being recognized on the part of our states as they turn to the community junior colleges, and surely our church groups will not stand idly by and lose their golden opportunity to utilize all these hopeful considerations for greatly increasing

the number of church-related junior colleges in America.

Whatever conditions American people may be called upon to face by reason of this unprecedented tide of youth, already born and moving forward to take its place first in training and then on the stage of action as our leading citizens, we should be eternally grateful for their presence and the blessings they bring to us. Let us not forget that the tides of youth bring the richest pearls to the shores of life.

Each responsibility is matched with a greater opportunity and resources adequate for meeting every need. A properly trained youth is a financial asset in all life's markets. He brings to our civilization new resources and asks of his elders but a chance to make his contribution to the best in life. America is amply able financially to do everything that is needed for the training of her youth, provided those in positions of leadership have the vision and the courage to go forward.



JESSE P. BOGUE

Observations regarding the structure and functions of the American Association of Junior Colleges with special reference to the committee system were set forth by this writer in the *Junior College Journal*, October, 1953, pages 107-111. These observations were well received. Since that time, however, requests by letter and word of mouth have been expressed that the observations should be repeated and perhaps clarified in view of the fact that certain adjustments have been made during the past two or three years. It is the purpose of this section of the *Journal* in this issue to do just that.

HISTORY

It may be recalled that a Postwar Planning Committee had been very active in the Association during World War II and that much of its work had to be done by correspondence because travel was highly restricted. This

Committee, however, accomplished its work well and came up in 1945 with some basic considerations. As it looked to the future work of the junior colleges, the following questions around which the work of the Association might revolve were raised:

Whom are we planning to educate?
What are our services to be?
How shall they be done?
Where shall they be done?
By whom shall they be done?
How shall they be paid for?

It appeared to the delegates at the summer meeting in Chicago in 1945 that these questions went directly to the heart of the problems of the junior colleges; that each question was extensive enough in its implications to require the services of a standing committee; that each standing committee should be composed of representatives of types of junior colleges and representative of the various sections of the country. As a result of careful con-

sideration, five standing committees were appointed: Administration and Organization, Curriculum Including Adult Education, Teacher Preparation, Legislation, and Student Personnel. Five members were appointed to each committee. Since that time, membership has been increased to six and later to eight members with the expectation that larger representation may provide an enrichment of information, greater variety of points of view and wider participation.

Originally, the Editorial Board was not a part of the committee structure but functioned directly under the Board of Directors and in cooperation with the editor of the *Junior College Journal*. It is now the Editorial Committee and is one of six which function under the immediate direction and coordination of the vice president. From time to time special committees, or sub-committees have been appointed on an *ad hoc* basis. When their work has been accomplished, the committees have been discharged with appreciation and thanks.

RESEARCH AND SERVICE

From the beginning the committees have been characterized by two designations: research *and* service. In respect to research the committees were able to turn to Dr. Leonard V. Koos of the University of Chicago who directed this work for the first three years and to Dr. C. C. Colvert of The University of Texas during the past

six years. The committees themselves were responsible for various kinds of services falling within the scope of their designated work. A good example of this kind of service may be cited in the "Service Station Project" which was carried out effectively by the Committee on Student Personnel and which performed a valuable service.

The present structure for research calls for the vice president to direct and coordinate the work of the committees. In view of the fact that he must be in the meetings of the Board of Directors at the summer meetings and during the board meetings at the annual conventions, he is ably assisted with the work of Dr. C. C. Colvert during these sessions. Problems for research are identified by the several committees. They come to the committees out of real problems which arise in the junior colleges and which are frequently presented to the discussion groups at the annual conventions. Sometimes they have been selected by state or regional councils or associations. In any event, it is the purpose of the Association that these issues and problems shall be real and not merely academic and that they shall come up to the place of investigation from the rank and file of the junior colleges.

When it appears to the committees that problems are of great enough value to warrant investigation, they are presented to the Screening Committee of the Board of Directors with

the vice president as chairman. If the Screening Committee considers the problems are valuable enough to be investigated, recommendations are made to the Board of Directors as a whole where approval, or modification, or disapproval is given. It then becomes the responsibility of the executive secretary to secure if possible a university or a graduate student who will carry out the investigation. The United States Office of Education also cooperates in certain fields of investigation. It is expected that now the United States Office with a fulltime Junior College Specialist will have time and resources to spend at least one-half of his time on research. Under the present system The University of Texas, although not designated as the research university as in former years, is cooperating fully in research projects. In fact, it has accepted more projects than any other institution.

THE WORK OF COMMITTEES

Now, as was the case in 1945, the committees have certain general duties to perform. They are:

1. To survey and summarize current practices in junior colleges in the fields allocated to the committee. These are largely status studies and done for the purpose of knowing what is being accomplished at various periods of time. A good example may be found in salary studies which have to be repeated every two or three years.

2. To plan and carry through some original research work. The committee

itself may not be expected to perform this task as such, especially if it involves extensive investigation.

3. To encourage new practices and experimentation on various problems within the field of the committee.

4. To release findings of the committee to all members of the Association through the *Junior College Journal*.

5. To recruit the services of representatives of regional associations and councils to help carry forward the work of the committee. It is significant that all regional associations and councils have committees which in substance parallel those of the American Association.

6. To coordinate its work with the other committees and with special services provided by the Washington Office and the universities.

The American Association did not attempt to fix hard and fast rules and regulations for the committees in 1945 nor since that time. It was determined that, "Each chairman directs the functioning and expanding program of his own committee." The key man in the committee structure is the chairman upon whose awareness, intelligence and diligence the success of the committee largely depends. The key man in the Board of Directors with respect to the functioning of chairmen is the vice president. These are the persons who keep the issues alive and before the members of the Association until solutions are found and publicized. The executive secretary is the key man under the present system to secure acceptance by competent universities of persons or agencies to do basic re-

search identified by committees and finally approved by the Board of Directors. Approval by the Board is helpful in that it carries with it encouragement for junior colleges to cooperate in the projects.

MORE SPECIFIC RESPONSIBILITIES

Administration and Organization. This committee undertakes to (1) Find out ways and means whereby the administrative staffs may assist teachers to do the very best possible work; (2) Discover the best types of administrative procedures in various kinds of junior colleges; (3) Investigate the best building standards and facilities for junior colleges and the costs of the same; (4) Study the budgets and finances and accounting systems of junior colleges; (5) Find out and promote the best practices in publicity and public relations (this function is now the responsibility of an *ad hoc* special committee directly responsible to the Board of Directors); (6) Study library standards and practices and keep the library booklists for junior colleges up to date.

Curriculum Including Adult Education. This committee's duties are to study and provide services in the following fields: (1) General education programs for all junior college students; (2) Pre-professional education and university¹ parallel programs of various kinds; (3) Terminal occupational and technical education and training at the semi-professional level;

(4) Adult and extended day programs for the widest possible participation of all qualified citizens; (5) Evaluations of curricular offerings; (6) Extra-class and co-curricular programs; (7) Problems in the accreditation of separate curriculums.

Improvement of Instruction. This committee was formerly designated as the teacher preparation committee. Its name was changed in view of the fact that its functions appear to be more comprehensive than merely the preparation of the teacher himself. However, its responsibilities are: (1) To consider and promote the best practices for the in-service training of junior college teachers; (2) To cooperate with graduate schools and schools of education for the education of the right kind of junior college teachers; (3) To foster in the several states studies on the training of junior college teachers; (4) To promote the use of published materials in the junior-college field, especially the use of the *Junior College Journal*; (5) To investigate the best methods, procedures and techniques for the improvement of teaching in the various disciplines; (6) To cooperate with the Administration Committee in salary studies, fringe benefits, and other factors and conditions which may be most favorable for the improvement of teaching.

Legislation. The main job of this committee is as follows: (1) To find out how educational opportunities can

best be extended to the rank and file of all American youth and adults and more especially what the distinctive and unique role of the junior and community colleges may be; (2) To devise guiding principles for sound state legislation for junior colleges and to promote the same among the several states; (3) To study and advise the Congress of the United States on the implications of various schemes for national security; (4) To study and promote sound programs for military training in junior colleges; (5) To study and promote sound plans for adequate financial aid to junior colleges in the several states, at the local level, and through various methods of fund raising for independent colleges (this duty in cooperation with the committee on administration); (6) To promote legislation and governmental directives for housing for junior colleges; (7) To be on guard at all times in the best interests of veteran students in junior colleges.

Student Personnel. The work of this committee falls well within the following areas: (1) To learn about personnel services of the junior colleges in relation to the previous education and training of students; (2) To promote studies and practices for the best procedures and techniques for placement and follow-up of all students; (3) To study and promote the best practices for testing, counseling, guiding, and record keeping for all students; (4) To study and promote plans in junior

colleges for student government and for moral and spiritual values.

Editorial Committee. As stated previously in this explanation of the committee system, the Editorial Board became the Editorial Committee. Its functions are: (1) To study the *Junior College Journal* and give the editor the benefit of reactions and best judgments regarding the format and content; (2) To promote the circulation of the *Journal* in junior colleges and elsewhere; (3) To discover excellent writers for the *Journal* and encourage them to submit articles for the editor.

Sub-Committee on Nursing Education. The sub-committee on nursing education belongs to the general responsibilities of the committee on curriculum. It has been working on the problem and experimenting in the education of the registered nurse in a two-year junior college program. It is too soon to announce results of the experimentation. So far, however, results attained seem to point to the fact that a registered nurse can be educated in two years in a junior college. If the final tests prove that this is true, a highly significant discovery will have been made. Dr. Marvin Buechel has been appointed on a temporary basis as Special Consultant on Nursing Education in the Junior College by the National League for Nursing Education, Inc., 2 Park Avenue, New York 16, N. Y. The appointment of Dr. Buechel to this position will pro-

vide junior colleges much additional assistance in their nursing education programs.

RELATIONS WITH REGIONAL AND STATE ASSOCIATIONS

The American Association of Junior Colleges is a *national* body composed of institutional and individual members without regard to the region or the state in which the institutions and individuals are located. Its officers and committees are drawn *from* the six regional territories, but they are not the representatives *of* those regions. They are elected or appointed by the national association at the time of the annual convention. The Constitution provides for distribution by regions to insure that every section of the country and all types of junior col-

leges will have a voice in the affairs of the national body.

This national body holds only a professional relationship to the regional associations and councils and to those in the several states. Neither regional nor state associations have any voice or authority in the national association, and the national association holds no authority over the regional or state associations and councils. All of them work together, however, on a purely professional relationship to its members. It does not accredit any junior college. It acts as the combined voice of the junior and community colleges to express their common views on problems of interest to the colleges, to their staffs and teachers, and more especially to their students.

The Junior College World



JESSE P. BOGUE

Kendall College, Evanston, Illinois, made an interesting study of the class of 1940, and announced the results covering the achievements of the class during the 15 years at the commencement in June, 1955. Out of 23 students polled, 19 responded. All but one had transferred from Kendall to a four-year college, and the one was about to do so when he decided to engage in settlement work in Tennessee. Eleven of the 19 graduates did graduate work, four of them received an M.A. degree, three the B.D. degree, and one the Ph.D. degree. Seven of the graduates went into teaching or some form of social work, eight went into industry or business, and four went into the Christian ministry.

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Ventura College, Ventura, California, has achieved outstanding success not only in its \$4,500,000 campus, but also in respect to its public relations. The Ventura County *Star Free Press*,

at the time the college was dedicated, devoted its entire 24 pages to publicity and news stories for the college. An aerial view of Ventura College took up nearly two-thirds of the front page and showed the relationship of the school to the community environment. Every part of the college program was given generous attention, with pictures of the college facilities with respect to the particular division, and with photographs of the leaders in these various divisions of instruction or service.

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Centralia Junior College, Centralia, Washington, has been carrying out an excellent program of public relations through the *Daily Chronicle*. Dean Frederick C. Kintzer states that the daily paper is thoroughly sold on the junior college and gives maximum space for news from all departments. During the past year a rather long series of articles was published in the *Chronicle* regarding the graduates who

had continued in senior or professional schools and who have made outstanding records. These graduates include doctors, dentists, lawyers, college professors, and representatives of other professions. The college has proceeded on the theory that stories of outstanding success which have been made by young men and women from the local community constitute good publicity and good public relations. The response of the *Daily Chronicle* is evidence that the general public is interested in this type of publicity. Dean Kintzer believes that the most influential spokesmen for any educational institution are the students themselves. The opinions of those who have attended junior college are, according to the dean, worth most in judging the contribution made by the junior college to the Lewis County area.

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Flint Junior College, Flint, Michigan, is in the midst of several exciting developments, according to the newspaper reports. When the total development has been achieved, it will have cost approximately \$13,000,000. The new campus and buildings already represent a nucleus of approximately \$4,500,000 provided by the Board of Education, the Mott Foundation, and the late William S. Ballinger. Last November 23 General Motors announced a grant of \$3,000,000. Charles Stewart Mott gave \$100,000 for construction of the Little Theater, to which the Community Players will add \$40,000

for equipment and furnishings. It is reported also that Mr. E. A. DeWaters is giving \$420,000 in his name and that of the late Mrs. DeWaters.

When the total development has been achieved, it is expected that Flint will have one of the outstanding facilities and programs for a great cultural center.

* * *

Los Angeles City College, Los Angeles, California, probably had the largest graduating class in the junior college world at its 43rd commencement exercise in June. There were more than 1,000 in the class, and each graduate was presented his degree individually by President Howard S. McDonald. The graduates were divided into five vocational fields, with each led by a faculty marshal.

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New York City Community College, 300 Pearl Street, Brooklyn, New York, is providing a very extensive evening division program. The spring 1955 schedule lists nine pages of courses which are offered. These courses of instruction are in the following areas: advertising design, advertising production management, chemical technology, construction technology, dental laboratory technology, electrical technology, hotel technology, industrial distribution, mechanical technology, medical laboratory technology, retail distribution, mathematics and

science, communication skills, social science, and photography.

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Palos Verdes College, Rolling Hills, California, students in the creative writing classes of Mrs. Elizabeth Chater won six places including the first prize story in the 1954-55 Creative Writing Contest for College Students sponsored by the *Atlantic Monthly Magazine*. This is a noteworthy record for Palos Verdes College in that there were 968 entries from 94 colleges and universities. The June issue of the *Atlantic Monthly* announced the full list of prizes. In addition to the designation of "prize," "place," "honorable mention," and "merit," the contest awarded two scholarships to the summer Writers Conference at Bread Loaf, Vermont. These two scholarships were awarded to Mrs. Chater, and to Mary Whitehouse for her story, "O Vickey, Remember." Mrs. Chater joined the faculty in September, 1951, offering one class in Creative Writing. Class enrollment has grown to the point that she now teaches four sections and has a large number of adults enrolled in both day and evening classes.

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Baltimore Junior College, Baltimore, Maryland, is offering a course in propaganda in the College at Home series over Station WBAL-TV. The College at Home series is sponsored

jointly by Station WBAL-TV and the college. Instructor for the propaganda course is Miss Leona Morris, instructor in sociology and dean of women. Content of the course consists of definition of propaganda, statement of areas in which it worked, basic techniques, ways of analyzing and evaluating propaganda, frequently used media. Members of the State Department and the Armed Services who have worked with propaganda will appear on the program. The course will carry college credit for those who follow it weekly and take final examination. A syllabus is available.

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Pennsylvania Junior Colleges were granted the right to confer the associate degree as witnessed by the following telegram from Governor George M. Leader, to Dr. Robert Gates Dawes, President, York (Pennsylvania) Junior College: "As Governor of the Commonwealth, I wish to extend my most hearty congratulations to the graduating class of York Junior College. This class deserves recognition for the achievements of its students and also as the first student class in the Commonwealth to receive the associate degrees of arts and science, and as George M. Leader, alumnus, I also wish to extend my best wishes to the graduating class, and am confident the 35 graduates will make definite contributions to society in their future lives."



Recent Writings... **JUDGING THE NEW BOOKS**

HUMPHREYS, J. ANTHONY and TRAXLER, ARTHUR E. *Guidance Services*, Science Research Associates, Inc., Chicago, 1954. 438 p.

This book is another publication in the carefully planned and effective Professional Guidance Series which is being released by Science Research Associates under the general editorship of Clifford P. Froehlich. Other books in the Series are *Counseling Adolescents* by Hamrin and Paulson, *Occupational Information* by Baer and Roeber and *Studying Students** by Froehlich and Darley.

The series was designed primarily to provide integrated textbook material for the basic training of professional guidance workers. State certification of school counselors has resulted in the increasing homogeneity of training programs, but there is as yet little general practice with regard to the basic training of college personnel workers. Since the principal market for

fulltime counselors is the secondary school, it is not surprising that the Professional Guidance Series tends to have a bias in this direction. However, deliberate efforts were made by the authors to extend the scope of all the books in the series. This objective was accomplished with considerable success in *Guidance Services*.

The book represents an unusually effective combination of logical development, practical content, and general readability. The years of experience one author has had as a personnel administrator in junior college and the long experience the other has had working with the measurement and guidance programs in schools and colleges must have contributed greatly to the pertinence and immediacy of the approach made in the book. The rather long time devoted to its preparation is reflected by its orderly attack and thorough documentation.

Guidance Services was the fourth book to be released in the series, but it was actually designed to be the intro-

* Book Review, *Junior College Journal*, 23: 177-180, November, 1952.

ductory volume and to serve as a text for the beginning or basic course in guidance training programs. In content and organization, it constitutes the foundation from which students would move to the more specialized and technical presentations of the three books which preceded it. For this reason, it is probably more appropriate to the pre-service and in-service preparation of part-time faculty counselors in schools and colleges than the other books in the series. It would certainly provide a proper point of departure for this intra-institutional training which is just as important to the establishment of adequate personnel services as the professional programs mentioned above.

The book is made up of five parts, each of which represents a logical and necessary approach to understanding the guidance services which are developing so rapidly in schools and colleges.

Part I, which deals with understandings basic to guidance work, contains five chapters. The first of these is concerned with definition and terminology.

Chapter 2 contains a well-organized discussion of the sociological cases for guidance work. In Chapter 3, some psychological bases of guidance services are presented.

The basic principles and aims of guidance services are discussed in Chapter 4 which contains some very sound suggestions for the counselor.

Part I is concluded by an excellent

historical sketch of the development of guidance services. Contributing factors to this development, such as the growth of professional organizations in the personnel field, the measurement movement and interest in personnel records are discussed. The chapter is crowned by an interesting presentation of the status of guidance services in several major foreign countries. One wishes that Russia might have been included, but perhaps information was not available.

Part II consists of chapters which deal with guidance tools and techniques. This section of the book provides a very sound presentation for an introductory text and should be of great value to both professional and semi-professional training programs.

Chapter 6 contains an extensive overview of the gathering and recording of pertinent information about individuals for guidance purposes.

Counseling and interviewing in guidance work are given a solid introductory treatment in Chapter 7.

Chapter 8 consists of an effective orientation to the use of group techniques in the guidance program.

In Chapters 9 and 10, the authors present a well-reasoned treatment of the need for and significance of follow-up investigation and evaluative research in guidance services.

Part III of *Guidance Services* is devoted to the solving of students' major problems. In Chapter 11, the authors offer suggestions for dealing

with a number of common and critical educational problems.

In Chapter 12, the problems of vocational orientation and choice are presented.

Chapter 13 represents a concise statement of the need for organized placement services and includes practical suggestions for helping students locate and secure jobs.

Part III is concluded by a chapter which deals with helping students solve personal problems. It is suggested that these may be classified within the areas of health and constitutional development, social relationships, emotional behavior, home and family relationships, sex, dating, courtship and marriage, finances and ideals, morals and religion. Six important concepts basic to the solution of personal problems are presented, and the authors offer some very sensible suggestions for helping students within a framework which provides for progression from the gathering of relevant information through diagnosis and prognosis, to therapy and eventual follow-up of the counselee.

Part IV includes two chapters which pertain to the administration of the Guidance program. Organizational principles and theories are discussed in Chapter 15, with sample charts des-

criptive of various kinds of personnel programs. Chapter 16, which is concerned with staffing these services, includes some pertinent discussions of the generalist and specialist in the field and of the role of guidance services.

The book is concluded by a stimulating forecast of the future of guidance services. The following major trends are enthusiastically predicted by the authors:

1. Guidance will be an expanding function of education.
2. There will be increasing cooperation and coordination in the provision of guidance services.
3. The scientific method will be increasingly employed.
4. Counseling services will become more effective.
5. The demands for professionally-trained guidance workers will increase.
6. There will be higher professional standards for guidance workers.

Humphreys and Traxler have produced a valuable book in *Guidance Services*. Extensive use of compact lists of statements and effective linkages from one section to the next make it easy to follow this text. It should make a definite contribution to the training of both full-time and faculty counselors.

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